DOCUMENT RESUME

ED 461 015 CE 075 886

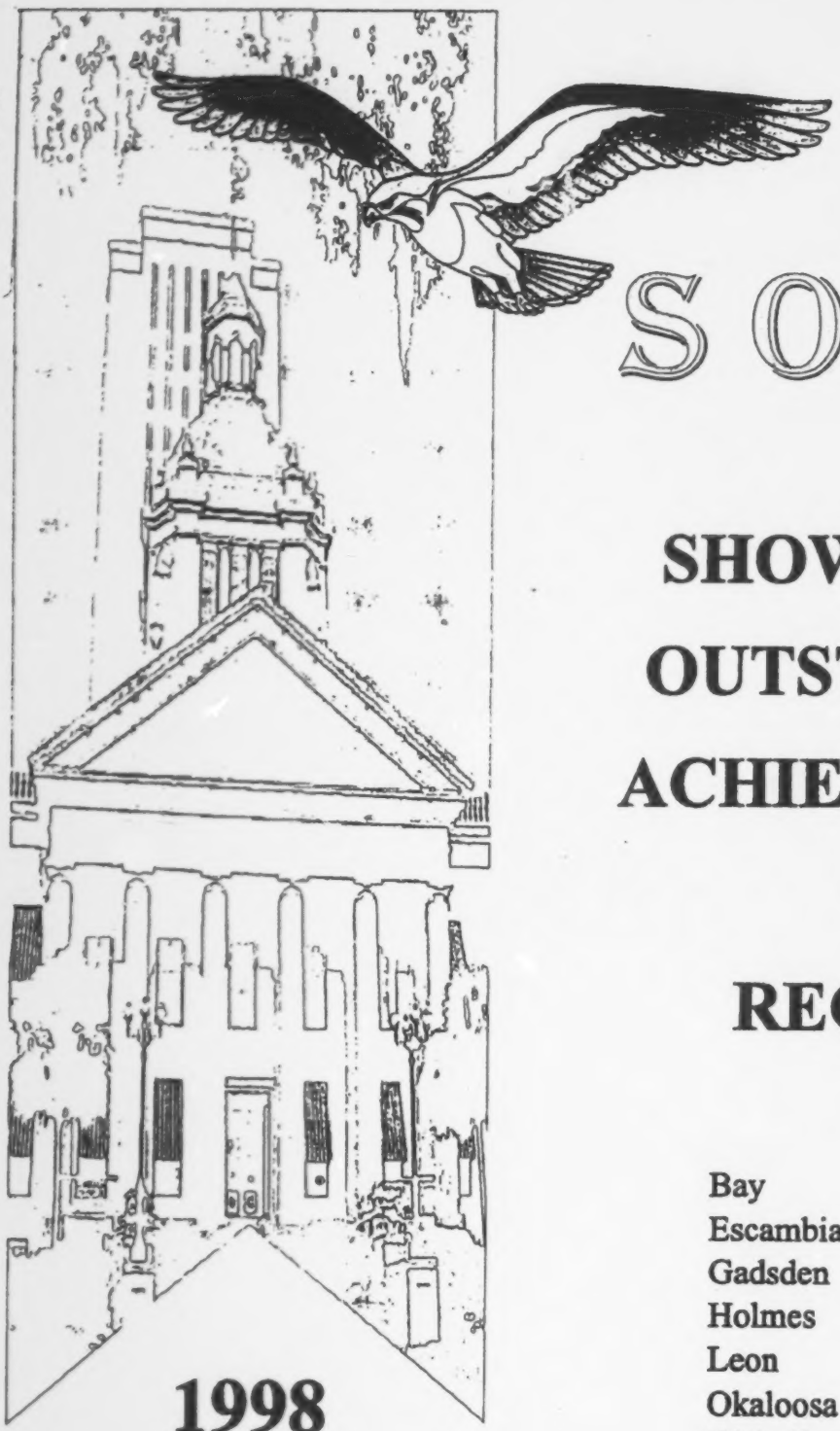
TITLE	SOAR: Showcasing Outstanding Achievements in Region 1.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE	1998-00-00
NOTE	210p.
AVAILABLE FROM	Florida Department of Education, Division of Workforce Development, Bureau of Program Management and Development, 325 West Gaines Street Room 644, Tallahassee, FL 32399-0400 (order no. CE 330BK98). Tel: 800-342-9271 (Toll Free).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Apprenticeships; Career Academies; Career Awareness; Career Development; *Career Exploration; Career Planning; Community Colleges; Decision Making; Economically Disadvantaged; *Education Work Relationship; Educational Practices; Elementary Secondary Education; Higher Education; *Labor Force Development; Literacy Education; Middle Schools; Partnerships in Education; *Regional Planning; Technical Institutes; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS	*Florida (West); Job Training Partnership Act Amendments 1992

ABSTRACT

This document showcases 129 exemplary workforce development-related programs at elementary schools, middle schools, high schools, adult centers, school districts, vocational-technical centers, and two- and four-year colleges in 15 counties in Florida's western panhandle region. The 15 counties are: (1) Bay; (2) Calhoun; (3) Escambia; (4) Franklin; (5) Gadsden; (6) Gulf; (7) Holmes; (8) Jackson; (9) Leon; (10) Liberty; (11) Okaloosa; (12) Santa Rose; (13) Wakulla; (14) Walton; and (15) Washington. The following are among the programs profiled: writing program for middle school students; marine science field program for grade 7; career academies in occupational areas such as hospitality and tourism, food production, health occupations, and communications technology; Job Training Partnership Act program to train corrections officers; banking and finance youth apprenticeship; career planning; workforce preparation programs for adults, migrant workers, and special needs students; educators in the workplace program; Army junior reserve officers training corp; girl power program; business education program offering hands-on computer training; career fair; business ownership program; school-to-work curriculum reform; curriculum for adults with special needs; program to recruit and retain high school dropouts; program for teacher discussion and development of technology standards; school-to-work comprehensive plan; leadership skills program; and worker certification program. Some or all of the following information is provided for each program profiled: name; school/agency; address; contact person; objectives; description; outcomes; project time line; promotional strategies used; and supporting materials used. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 461 015



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SOAR

SHOWCASING OUTSTANDING ACHIEVEMENTS IN REGION 1

Bay	Calhoun
Escambia	Franklin
Gadsden	Gulf
Holmes	Jackson
Leon	Liberty
Okaloosa	Santa Rosa
Wakulla	Walton
Washington	

1998

DIVISION OF
WORKFORCE DEVELOPMENT

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B Hogan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

FOREWORD

The 1998 SOAR booklet showcases outstanding achievements in the 15 western panhandle counties that comprise the Division of Workforce Development Region 1, as identified on the cover of this publication. Region 1 is diverse in several ways. It consists of 15 school districts, 5 community colleges, 3 state universities, 6 state correctional institutions, 2 developmental research schools, other state agencies and institutions, and several consortiums, community-based organizations, and military establishments. Geographically, it spans 2 time zones, borders 2 states, and embraces the pristine beauty of rolling hills, forests, lakes, rivers, and sea shores, as well as rural and urban communities.

As you read the array of outstanding achievements in this booklet, you will note that many individuals have given time and energy to share this information. They have provided valuable ideas that can be either replicated or adapted to several forms of educational practice. We gratefully acknowledge and appreciate their professional contributions.

The programs presented in this booklet are only a sampling of many outstanding achievements in Region 1. Many others exist and many of the ones that you see in this booklet undergo continuous change and improvement. In the back of this booklet are forms to submit contributions or revisions for the 1999 SOAR booklet and for submitting presentations for the 1999 Region 1 Mini-Conference. Please share these forms with others who have programs or services that should be showcased or presented in the future. Note, the deadline dates are December 3, 1998, for submitting information for the SOAR booklet and January 11, 1999, for conference presentations.

The Division of Workforce Development Region 1 team is available to provide technical assistance throughout the panhandle. Please do not hesitate to contact us at:

Division of Workforce Development
Florida Department of Education
Room 722 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400
(850) 487-9452 or 2582
FAX: (850) 487-6259

Teachers, administrators, staff, and business/industry partners of Region 1 have much to be proud of for their dedicated service to Florida panhandle students.

Thank you,
The Region 1 Team

Table of Contents

Foreword i

Table of Contents iii

BAY

Merritt Brown Middle School
Project Learning Tree (Agricultural Style) 1
Mowat Middle School
Mowat's Etc. Lab (Environmental Technology Curriculum Lab) 3
Rosenwald Middle School
Success With Florida Writes 5
Surfside Middle School
Wet Week: A Marine Science Field Program for 7th Grade 7
Bay High School
Bay High Academy of Hospitality and Tourism 9
Mosley High School
Career Research and Decision Making 11
MASTER *Academy* 13
Food Production 15
Rutherford High School
RAMSAT - *Rutherford High Satellite School* at USAFB Tyndall 17
Health Occupations Academy 19
Communications Technology Academy 21
COMTECH *Academy* 23
Block 8 Scheduling/Early Release Time 25
Air Force JROTC 27
Gulf Coast Community College
JTPA *Corrections* 29
WAGES (Work and Gain Economic Self-Sufficiency) 31
Shaw Adult Center
Even Start 33
Panama City News-Herald
Newspapers and a New Age of Readers 35

CALHOUN

Blountstown Middle School
"*Fruits of Success at* BMS" 37
Calhoun County School Board
Calhoun County Adult Education 39

ESCAMBIA

Booker T. Washington High School
Banking and Finance Youth Apprenticeship 41
Booker T. Washington High School Archaeology Institute 43
Institute for Coastal and Marine Studies **(ICAMS)** 45
Teacher Assessment & Growth Systems (TAGS) 47
Escambia High School
School-To-Work Initiative 49
Pensacola High School
Academy For Health Professions 51
Pine Forest High School
The Agritechnology Program 53
Career Planning 55
Construction Trades Youth Apprenticeship Program 57
Little Eagles Learning Center 59
Problem of Day (P.O.D.) 61
The Television Production Program 63
The Travel and Tourism Academy 65
Woodham High Community School
Adult Community Education 67
Escambia County School District
Shared Services Network 69
George Stone Area Voc-Tech Center
DJ (Diplomas & Jobs) 71
Escarosa Regional School-to-Work Partnership
Educators-in-the-Workplace 73
Pensacola Junior College
Project **REWARD** 75
North Escambia Community School
North Escambia Community School/University of West Florida CO-OP Program 77
The University of West Florida
Preparing All Learners for Tomorrow's Workforce 79
STEPS (Support for Teachers Enhancing Performance in Schools) 81

FRANKLIN

Franklin County Adult Literacy Program
PALS *formerly called* LAPS 83

GADSDEN

Gretna Elementary
School Wide Reading Initiative (Z.Y.L.A.R.) 85
Havana Accelerated Elementary School
Elementary Writing Module 87
Havana Middle School
School-wide reading Comprehension Initiative 89
Havana Northside High School
Army Junior Reserve Officer's Training Corp (AJROTC) 91
James A. Shanks High School
SDFS *Programs* (Summer Institute, Red Ribbon Walk & Carnival, & P.M. Enhancement) 93
Gadsden County School Board
Gadsden County District-Wide Parent Involvement Services 95
Gadsden Technical Institute 97
Gadsden Adult and Community Education Center
Job Find 99
Migrant Even Start 101
Workforce Gadsden 103

GULF

Port St. Joe and Wewahitchka Middle Schools
Gulf County Girl Power 105
Port St. Joe High School
Applied Communications/School-To-Work Initiative 107
Career Development Practices 109
Chaucer's Pilgrims and Career Development Practices 111
Creating an Advertising Campaign 113
Emerging Technology in Business 115
English 117
Wewahitchka High School
CAP (Career Awareness Program) 119
Exploring Careers through Television 121

JACKSON

Grand Ridge
Vocational Agriculture 123
Marianna Middle School
Business Education (with Macintosh Computers) 125
Marianna High School
Technology Studies 127
Technology Studies - Career Fair 129
Technology Studies - Owning Your Own Business 131

JACKSON

Malone High School
School-To-Work Curriculum Reform 133
Jackson Academy of Applied Technology
Criminal Justice 135
Health Career 137
Jackson County School Board
Jackson Academy of Applied Technology 139
Hope/Center for Advancement of Children's Learning/Alternative Choices Education
ACE *Serving Others* 141
Project FAST *Service II* (Fostering Attainable Skills Through Service) 143
School-To-Work for Special Students 145
Student Work Programs 147
Chipola Junior College
Region 4 School-To-Work Conference 149

LEON

Leon High School
"TEAM 10": *An approach to Interdisciplinary Instructional Teams* 151
Leon County Schools Adult Education
Curriculum for Adults With Special Needs 153
Recruitment and Retention of High School Dropouts 155
Lively Technical Center/Leon County Schools
Lively Technical Center Externship Training Program 157
Tallahassee Community College
School-To-Work Big Bend Region 5 159
Florida A&M University
Business Teacher Education 161
Florida State University
P.L.U.N.G.E. *(Practical Learning Utilizing New Gadgets in Education)* 163

LIBERTY

Hosford Elementary and Junior High School
Taming the Technology Tiger: Teachers Talk Technology Standards 165

OKALOOSA

James E. Plew Elementary
Workforce 2007: Problem Analysis (C.H.E.S.S.) 167
Max Bruner Jr. Middle School
After School Program 169
Exceptional Student Inclusion In General Education by Co-Teaching 171
Exploring Technology 173
Max Bruner Middle School Volunteer Program 175
Choctawhatchee High School
C.A.R.E. *To Work Experience*: GRAPHIC ARTS SCHOOL STORE 177
Crestview High School
Executive Internship--Crestview Area Businesses 179
Crestview-Eglin Partnership Initiative (Crestview Leadership Initiative) 181
Fort Walton Beach High School
Career Connections: The Big Picture 183
DCT *(Diversified Cooperative Training)* 185
Health and Medicine Program 187
Okaloosa County Career Academy for Electronics and Applied Technology 189
School to Career 191
School-To-Work Comprehensive Plan 193
Niceville High School
Early Childhood Education 1, 2, & 3 195
Exceptional Student Education/Varying Exceptionalities Class 9-12 197
Gifted Externship Program 199
Okaloosa Applied Technology Center
Improving Learning Skills 201

SANTA ROSA

Milton High School
Cadet Program 203
Guided Workplace Learning - Office Assisting 205
History of Santa Rosa County 207
Leadership Skills 209
SEW MUCH MATH! 211
Pace High School
P.I.L.O.T. (Partners in Learning through Occupational Training) 213
W.O.W (World of Work) 215
Milton High School/Pace High School/Pensacola Junior College
Dual Enrollment Chemistry 217
Santa Rosa School Board
Santa Rosa Career Shadowing Day 219
King Middle, Pace Middle, Hobbs Middle, & S.S. Dixon Intermediate Schools
Santa Rosa Connection 221
Santa Rosa Cty Schools/Santa Rosa Chamber of Commerce/Milton Jobs & Benefits Ctr.
Worker Certification 223

WAKULLA

Medart Elementary & Shadeville Elementary
Project C.H.I.L.D. 225
Wakulla Middle School
Building Careers & Partnerships: Fla. DEP & WMS at Wakulla Springs 227
On the Job with Technology 229
Wildcat Enterprises 231
Wakulla High School
Technology Studies and Principles of Technology (Applied Physics) 233
Wakulla Educational Center/Wakulla Adult & Community Education
Home Health Aide Class 235

WALTON

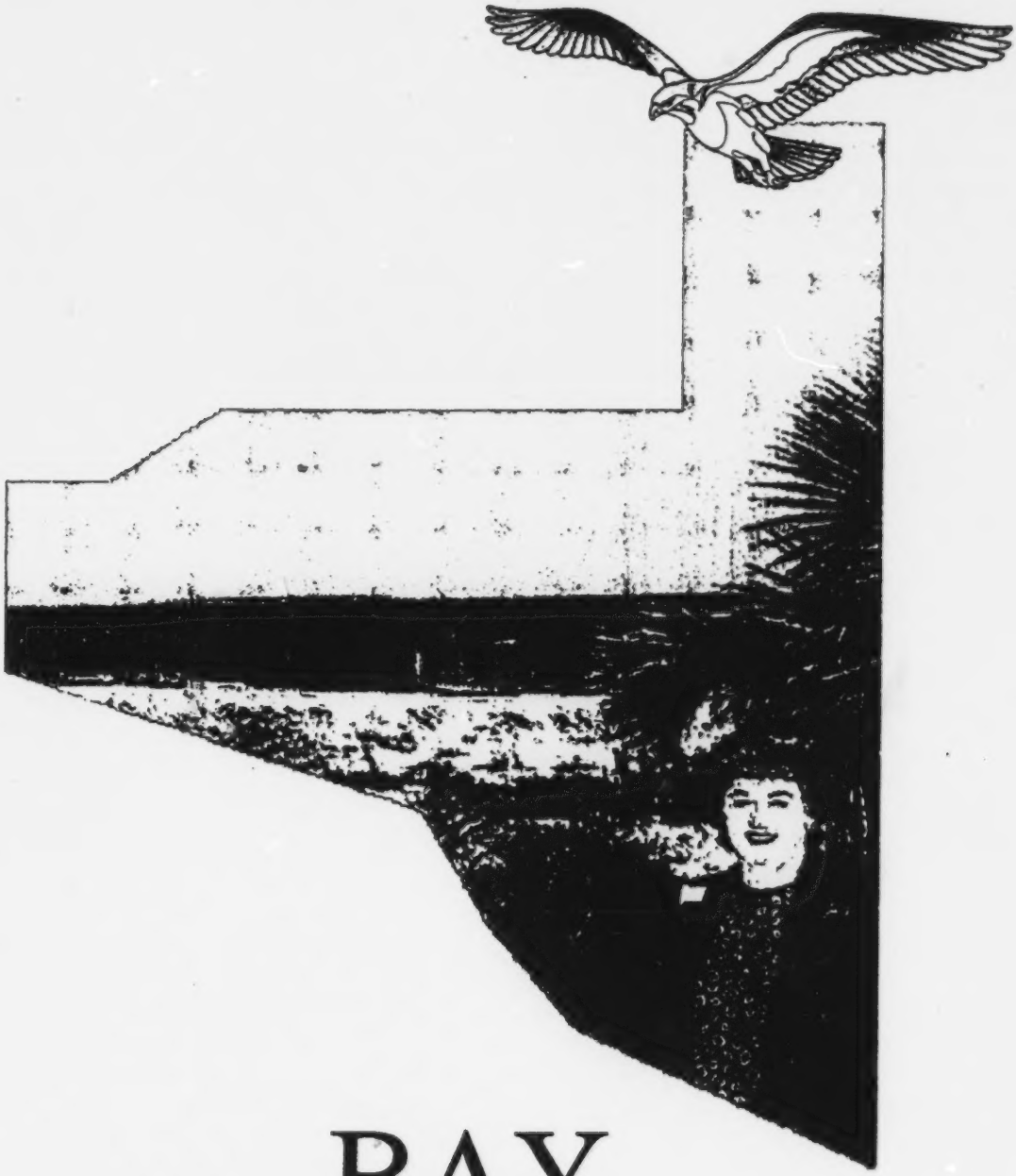
Sandestin
Academy at Sandestin 237
Freeport High School
Bridging the Gap to Learning 239
Paxton High School
Desktop Publishing 241
Walton County Vocational Technical School
WEAVE *Program* 243

WASHINGTON

Vernon Elementary School
Family/Community Involvement Program 245
Young Authors Conference 247
Roulhac Middle School
Career Shadowing 249
Career Vehicles Day 251
Chipley High School
American History TLA's (Technology Learning Activities) 253
Maintaining Positive Work Skills 255
Washington-Holmes Technical Center
Northwest Florida Regional Literacy Center 257

FORMS

Showcase Application for 1999 SOAR *Book* 259
Call for Presenters at the 1999 Region I Mini-Conference 261



BAY

Region 1 Showcase Information

Program Name Project Learning Tree (Agricultural Style)

School/Agency Merritt Brown Middle School

Address 5601 Merritt Brown Road
Street

Panama City	Bay	Florida	32404
City	County	State	Zip

Contact Person: Myra Jeffries

850/872-4740		850/872-7625	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Acquaint students with the value of trees and occupations related to the Forest Industry

Description:

Merritt Brown Middle School became actively involved with Project Learning Tree in 1992. Because Forestry is a vital part of the Agriculture Industry, it became natural to incorporate PLT into the curriculum. Within a year Ms. Jeffries represented Merritt Brown Middle School as the Florida PLT Teacher of the Year and within two years, the program received a National Award.

1. Every student in the school participates in a month of activities taken from the PLT activity guide.

2. Every student at our school learns about the forest and becomes aware of the forestry industry and its importance to our daily lives.

3. Students are made aware of issues relating to forestry and their impact on our daily life.
4. Students are encouraged to make clear and wise choices when it comes to our environment and help them learn to resolve issues relating to the environment.

5. Every 6th grade student plants pine seedlings in our school forest.

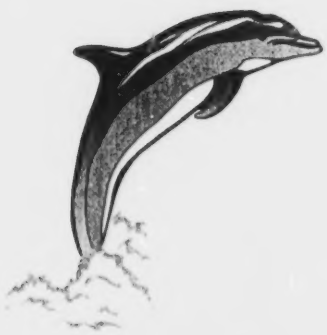
6. Every student is taught what comes from trees and how these products impact our daily lives.

7. Some of our students go over and teach what they have learned about forestry to the students at the elementary school next door.

Sixth graders write poems about what products come from trees and illustrate the tree items on a poster that they share with younger students. Seventh graders create an ABC Poster of Fire Prevention and also share it with younger students. Eighth grade students write and illustrate children's stories and create ABC Books on "What We Get From Trees." They draw and illustrate posters, create learning

centers and create entire teacher packets that can be shared with other teachers at the elementary school next door and with foresters who do not have access to "teacher-type" things.

Project Learning Tree is an integral part of the curriculum at Merritt Brown Middle School. The Agriculture Class is where to go to get an in-depth study of forestry and its importance in our society where we stress environmental studies and the natural resources.



12

Region 1 Showcase Information

Program Name Mowat's Etc. Lab (Environmental Technology Curriculum Lab)

School/Agency Mowat Middle School

Address 1903 Hwy. 390
Street

Lynn Haven	Bay	Florida	32444
City	County	State	Zip

Contact Person: Diane Wishart

850/271-1796		850/265-2179	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: This program was established in the fall of 1993 in an old manufacturing lab. This program is interdisciplinary in design to develop technological literacy as part of all students' fundamental education as emphasized in Blueprint 2000. The course will provide an opportunity for students to see how math, science, language arts, and technology relate together in real world applications. Students will be acquainted with the organization, functions, occupations, special skills, safety, human relations, leadership, and evolving technologies in our technological society. The students are provided with hands-on laboratory experiences revolving around real-life applications.

Description:

Mowat Middle School is located in Lynn Haven, Florida. Four years ago there was a dream of a state-of-the-art technology education lab for Mowat Middle School. This dream started to become a reality with the help of state funding through several grants. After two long years of planning, bidding, renovating, equipment selection, curriculum development, and just plain hard work we finally have our lab. This was a long two years with many people putting in extra hours, but in the end Mowat Middle School is a leader in technology. In the fall of 1993, we started to make the change from industrial arts to technology education. Mowat Middle School has renovated the old industrial arts lab, built in the late 1950's into a modern technology education lab that will take our students into the next century. The new look of the technology lab is one that is not only pleasing to the eye but it also lends itself to the new curriculum and equipment. We have taken the space we had and redesigned it to provide a positive learning atmosphere and space in which to hold joint classes between technology education and academic classes. This unique 3600+ square foot lab is equipped with seventeen modular work centers, a lab manager station, and a large group discussion and work area. These changes were made possible with state funding through several grants. The grant monies were spent to renovate our existing lab and equip the technology lab with furniture, computers, and many other new technological items.

In our technology education program we are teaching students using the modular concept and TLAs. The modular concept technology laboratory is designed around self-contained, two-student workstations that support self-directed, individualized instructional methodologies. Everything that is needed to complete an assigned task is included in the module area. Many subject areas can be addressed without the expense of duplicating equipment and lab space. The modular design of this lab will allow flexible us for the changing technologies of the future. The students will work with a partner in a module for seven days. They will then rotate to a new module and a new partner. There will be discovery days and group activity days that will also add to the curriculum. Seventh grade students will rotate through 3 modules during their 9 week course, while eighth graders will select 7 modules during their semester course.

TLA's, Technical Learning Activities, are used by mainly 6th grade students but we also use them with 7th and 8th grade students. A TLA allows a group of 3-5 students. They are given a real life problem, a list of resources and materials and they are to work together to solve the problem.

What promotional strategies were used?

We had articles in the local newspaper, brochures, and television spots on our local stations at the opening of the lab and have continued with these during the time we have been open. Since this is an elective class we have to recruit our students. The methods listed above are great but we found word of mouth from our former students is the best way to promote our lab. The combination of methods must work because the lab is always filled to capacity.

What supporting materials used?

We are constantly writing grants to update the existing modules and to add new and exciting things for our students.

Region 1 Showcase Information

Program Name Success With Florida Writes

School/Agency Rosenwald Middle School

Address 1310 East 11th Street
Street

Panama City	Bay	Florida	32405
City	County	State	Zip

Contact Person: Lynn Hobby, Assistant Principal

850/872-4580		850/872-7615	lynn.hobby@rosie.rms.bay.k12.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To increase student performance on the Florida Writes assessment and prepare sixth and seventh grade students for success on the test.

Description:

Rosenwald Middle School has used staff development and curriculum integration as strategies to prepare students to be successful writers. The "writing process" is used in all classes and all subject areas. Students at Rosenwald have achieved great success over the past three years, improving their scores each year.

Rosenwald was recently selected as a Successful School in the state of Florida for its high student achievement and success in all academic areas despite the common barriers to student success.

Region 1 Showcase Information

Program Name Wet Week: A Marine Science Field Program for 7th Grade

School/Agency Surfside Middle School

Address 300 Nautilus Street
Street

Panama City Beach	Bay	Florida	32407
City	County	State	Zip

Contact Person: John M. Foster/Glenn Faust

850/233-5180		850/233-5190	Beachbug@aol.com
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To expose seventh grade life science students to the methods of field research in marine biology and the typical fauna of the sandy beach habitat of Northwest Florida.

Description: Field trip with rotating activity stations, sampling and collecting, observing, measuring, and evaluating data.

Strategies: This activity is planned so that each seventh grader, in all science classes, will have an opportunity to study local marine ecology, identify common organisms, learn about and apply typical marine biologists' tools, and work effectively as a team member. Briefly, this program proceeds as follow:

Week preceding West Week - The lead teachers obtain a list of seventh grade students which will attend the field trip. Field trip permission slips are distributed and students return them completed. The five days of Wet Week are organized with one class or group of 30-40 students per day scheduled to attend. Students are informed of their day to attend the trip and provided information on field procedures, rules, and dress. Lead teachers gather, repair, and sort the equipment which will be needed for Wet Week. Parent and faculty volunteers are recruited.

Pre-Wet Week - Each teacher is provided a set of classroom activities, maps, field guides, and transparencies to teach about the geography of St. Andrew Bay and the near shore Gulf of Mexico, the processes at work shaping the sandy beach, the habitats and niches found on the sandy beach, and an introduction to the classification and relationships among the sandy beach organisms likely to be encountered in the field. Each student is given an orientation to the logistics of the field trip and a demonstration of the equipment which will be used. Teachers, in their individual classes, determine the amount of time necessary to accomplish these goals.

Wet Week (usually the first week of May) - On each day the assigned students gather at 8:30 am In the courtyard for a briefing on procedures, grouping, rules for dress and behavior, and any special conditions noted at the beach. Students, with faculty supervision, walk the 2 blocks to the beach. Once at the beach, students are divided into five groups, usually with eight students each. They are assigned a starting station based on the method and objective. The stations are:

1. Benthic sampling (subtidal) - yabby pumps and floating screen/sieves
2. Seine Net - 18 ft seine nets; shore fishes and motile invertebrates
3. Benthic sampling (intertidal and swash zone) - kick nets, corers, and sieves
4. Water Quality - various water test kits, salinity, temperature, DO, etc.
5. Survey - students participate in a survey of the beach face and the dune line.

(Note: Various combinations of methods have been used over the years. For example, we often include the use of plankton nets, an A-frame dredge, vegetation mapping, and shell collecting.)

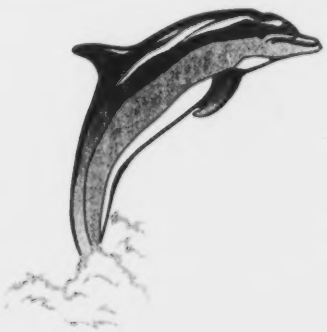
Students remain in a station for twenty minutes. A whistle is blown and all students move to the next group. The field trip is complete after the five rotations, or about one and one half hours. Students return equipment to the parking lot, load equipment on truck, get refreshments, and walk back to school. Typical return time is about 11:15 am.

Each of the stations is supervised by a teacher, professional volunteer, or trained parent volunteer. The first five minutes consists of preview, comments on what has been seen by previous groups, and demonstration. Students spend the remaining fifteen minutes in the water gathering samples. The samples are brought to the beach for observation in pans and buckets, then returned to the water or classroom aquaria. Few specimens are killed. By Friday, each seventh grader has experienced Wet Week.

Post Wet Week - Based upon the teacher's interest and schedule, various activities are provided for students in the weeks following Wet Week. Observations of animal behavior, feeding, morphology, and interaction with other animals are made in science class. Data from the water quality group is often graphed and analyzed in math or science class. English teachers may allow students to write a journal of their experience at the beach or a content report about any of the organisms collected and studied. Maps are drawn from the data collected by the survey team and compared to previous years' maps (this was especially important in the wake of Hurricane Opal in 1995).

Outcomes and Evaluation - Subjective evaluation of the program is easily made by the teachers in the field. The students have fun, they work hard, they work together, and they invariably show great interest in the animals recovered. Many students who live near the beach never encounter the organisms which live in the sediment of the sandy beach. Their exposure to the diversity of the beach increases their awareness of their home town. It is primarily in this effective domain to which the program is directed.

Quantitative evaluation of the Pre Wet Week activities are derived from tests and exercises. Post Wet Week laboratory activities, along with writing and worksheet samples are sometimes graded. Evaluation of the actual field work is accomplished by looking at the field data sheets for water chemistry and survey teams. Collection teams are evaluated in the field for teamwork, participation, and for following directions.



History - Wet Week was begun in 1990 as one third of a Surfside interdisciplinary/school-wide natural history program. The seventh grade section, which was marine science, evolved the next year as Wet Week and it has continued since. In 1994, the program received a Sharing Success in Environmental education award from the Florida Department of education. Current plans are for the continuation of the project.

Region 1 Showcase Information

Program Name Bay High Academy of Hospitality and Tourism

School/Agency Bay High School

Address 1200 Harrison Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Jane Allen

850/872-4609		850/872-4651	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) The Academy of H/T will use the interdisciplinary model of Curriculum development for the Technical Learning Activities (TLA's) that are utilized in instruction. Each discipline will tie in the appropriate competencies that relate to selected activities. The TLA's are designed to facilitate team organization, individual involvement, theme development, and practical application.

(2) The Academy will creatively utilize existing space and staff in order to produce a model environment emphasizing the Hospitality and Tourism Industry.

(3) The Academy will prepare staff through specialized training in business and industry. Staff will share knowledge in school and community through in-service workshops, civic involvement, and statewide net-working.

(4) The Academy will provide students opportunity to:
- Succeed through the use of objective tests, portfolios, performance-based projects, group activities, technology for problem-solving, and cooperative training.
- Develop methods of measuring student achievement, both traditional and non-traditional, which spotlight academic progress as well as vocational application.

(5) Meshing of standards of academic and vocational curriculum to produce students able to enter the work force or continue post-secondary education.

Description:

The Academy of Hospitality and Tourism students are enrolled in courses in English, Science, math, and a Hospitality course. During the 2nd session the students will be involved in several integrated projects which will integrate competencies in all areas. These projects will allow them to study units as a whole by relating all areas to each period of history.

Students have access to a computer lab in one of their classrooms. By using various software on the computers they are able to produce learning projects that are much more meaningful and relate them to their

chosen occupational area of study. An example of an integrated unit is the unit on the middle ages which will include a study of the Shakespearian era. During that unit of study they might demonstrate their comprehension of the material in any of the products listed on the following page. At the culmination of this unit students who wish to participate will attend the Alabama Shakespeare Festival in Montgomery to see a production of Romeo and Juliet. As part of their hospitality unit, they will be responsible for planning and carrying out all the travel arrangements. Any of the projects listed below could be used in any of the students' classes.

During 1994-96 the academy of Hospitality and Tourism was open to 9th and 10th graders only. Each year a new group of 9th graders will join the Academy. In 1998 the Academy will graduate its first students. There will be twenty five to thirty students in each grade. Students will be enrolled in English, Science, Math, Social Studies, and Marketing Essentials/Keyboarding/Computer Applications in the Academy. For two periods per day he/she will be in the academy. During the other period students will take electives that are not available in the academy such as P.E., foreign languages, chorus, band, etc.

The Academy consists of four classrooms, one of which is a computer lab, office, and storage areas. The classrooms are arranged to give students the opportunity for various types of learning situations. Students have access and training on equipment and machines that they will use in the business world. Computer networks and fax allow students access to local, state, and national information networks. Alternative methods of instruction is one of the Academy Goals. Students will keep portfolios to document their work.

Measurable Outcomes

The measurable outcomes of the program objectives are:

(1) Each student will develop a defined plan of action (Personal Education Planner, PEP) based on assessed interests, attitudes, program admission requirements, graduation requirements and county policies.
(2 Above average skills as evidenced by employer's evaluation will be demonstrated.
(3) Mastery of identified competencies or skills acquired through other job experiences will be certified by business partners as well as faculty.
(4) Students will earn and maintain a minimum GPA of 2.5 or higher on a 4.0 scale.
(5) Students will have satisfactorily competed peer counselor training and have served as a peer counselor for beginning students during their junior and senior years.
(6) Students will complete individual portfolios based on experiences and academic accomplishments.
(7) Students will meet entry-level requirements on college entrance exams.
(8) Students performance score on CAT, GTAT, HSCT, SAT, ACT, and MAPS will be compared with those of students not in the program.
(9) Curriculum will be evaluated to ensure that it is student-focused, competency-based, career-related and provides for the pursuit of post-secondary education and is replicated for use by others.

Region 1 Showcase Information

Program Name Career Research and Decision Making

School/Agency Mosley High School

Address 501 Mosley Drive
Street

Lynn Haven	Bay	Florida	32444
City	County	State	Zip

Contact Person: Jane Lee

850/872-4400 x 4307		850/872-4451	Leeja@dolphin1.mosley.bay.k12.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Prepare Florida's graduate students to begin a career and/or continue their education at a post-secondary technical school, community college, or university.

Description:

This course for 9th and 10th graders is to teach decision-making skills and self-assessment skills, to enable them to make realistic career choices, and to help them develop a personal Educational and Career Plan. This is a program of developing self-assessment, planning, implementation, and evaluation of personal skills. They identify career opportunities and educational sources to develop a "game plan" to follow for 4 years. Thus they become more focused to the relevance of their courses. One of the highlights of this course is Job Shadowing Day where students have the opportunity to actually see what different careers are like in the community.

Region 1 Showcase Information

Program Name MASTER Academy

School/Agency Mosley High School

Address 501 Mosley Drive
Street

Lynn Haven	Bay	Florida	32444
City	County	State	Zip

Contact Person: Ray Wishart

850/872-4400			
Telephone #:	SunCom #:	FAX #:	E-Mail Address

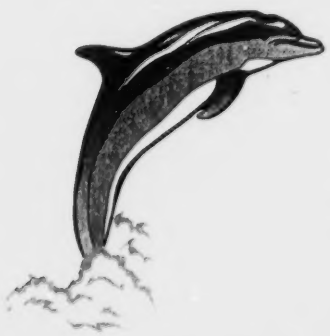
Program Objectives: The major objective of the Master Academy (Math Application, Science, Technology, and Environmental Resources) is to develop an integrated learner for the world of tomorrow.

Description:

Mosley's MASTER Academy is designed to develop today's integrated learner for the world of tomorrow. We realize that today's students are living in a world of global commerce and information systems where there is an explosive growth of technology with environmental ramifications. The program attempts to meet these needs with a comprehensive action-based strategy designed to integrate math, science, technology, communications, and environmental resource education. This is accomplished by incorporating academic and career skill development.

Credits are earned by the students who are enrolled in the three period time block. These students are sophomores who earn credits in math, science, and technology education.

The program has developed an advisory board of community members and is seeking more business partners.



Courses feature a minimum of lecture time and a majority of hands-on cooperative learning in the lab. Students learn by working on environmental projects at school and in the community.

We hope to offer this program to a larger group of students in an expanded program incorporating multiple levels of science, math, technology education, communication, and dual enrollment courses with Gulf Coast Community College.

Region 1 Showcase Information

Program Name Food Production

School/Agency Mosley High School

Address 501 Mosley Drive
Street

Lynn Haven	Bay	Florida	32444
City	County	State	Zip

Contact Person: Ruth Biehl, Instructor

850/872-4400 x 4432		850/872-4451	jgrt25b@prodigy.com
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

This program was established in the fall of 1995. The objectives are in response to the critical need for qualified entrants into the food service industry. Its objectives are:

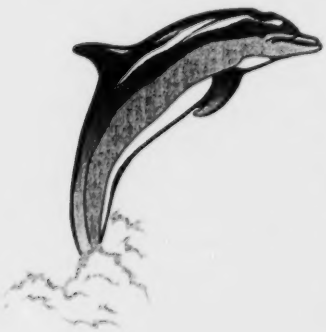
(1) To expose students to all the career options in the food service industry.
(2) To prepare youth for high-skill, high-wage jobs, and management careers in food service.

Description:

The Food Production program was established to provide students with vocational skills to prepare them for the world of work and post-secondary education. The three credit course is open to grades 10, 11, and 12.

The Curriculum materials are provided through a grant from the Florida Restaurant Association. The Educational foundation of the National Restaurant Association designed the school-to-work program in food service management to provide high school students with comprehensive education and work experience to prepare them for a variety of education and career choices. Key elements of the program include:

- An emphasis on high-skill, high-wage management careers in food service;
- Program guidance provided by a business-education partnership representing all aspects of the food service industry (i.e. quick service, full service, institutional operators and food service manufacturers);



- A food service curriculum which includes units of food preparation, accounting and cost control, menu planning and nutrition, workplace security, and customer service and communications;
- Structured, paid work experiences for students with the opportunity to apply their classroom knowledge in a real work setting. Students have the opportunity to work one-on-one with trained mentors;
- Curriculum material driven by industry-defined competencies;
- A certificate of program completion signifying mastery of occupational skills, and a comprehensive exam from the National Restaurant Association validate student competencies.

Region 1 Showcase Information

Program Name RAMSAT - Rutherford High Satellite School at USAFB Tyndall

School/Agency Rutherford High School

Address 1000 School Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Joyce Stanford

850/872-7771		850/872-4827	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To provide 12th grade students school-to-work experience in a nontraditional setting.
(2) To match students' career interest to real world careers.
(3) To teach work ethics at the work place.
(4) To expand student concepts of available careers.

Description:

RAMSAT is the first satellite school in Bay County. Seniors earn eight (8) credits toward high school graduation. Two Rutherford teachers conduct classes in English IV and Economics emphasizing school-to-work concepts. Students, in turn, provide volunteer services to the Tyndall community while gaining firsthand occupational knowledge in a real-world work situation. Students declare a career interest and are matched to that career site to gain hands-on experience under the direct supervision of dedicated professionals. This second year program focuses on "at risk" students who need to bring relevance to their education.

Promotional Strategies Used: T.V. Coverage; Tyndall Open House; Newspaper; Fliers, Eight Foot Plastic Banner

Supporting Materials Used: Auto-cad; Worksite Modules; CPR Training; First Aid Classes; Hospital Orientation; Tyndall Federal Credit Union; Learn and Serve Grant; Florida Compact Grant.

Region 1 Showcase Information

Program Name Health Occupations Academy

School/Agency Rutherford High School

Address 1000 School Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Karen L. Brown

850/872-7583		850/872-4827	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The goal of the health Occupations Academy at Rutherford is to provide career exploration, course work, and technical information for those students interested in pursuing a career in the many health related fields.

Description:

The Health Occupations Academy offers course work in grades 9 - 12 for students interested in pursuing a health care career. Technical information necessary for success in the health care field is taught in the academy courses, as well as communication and interpersonal skills.

Career information is available in all courses, but the ninth grade medical skills class performs an in-depth analysis of opportunities in the health care field.

Senior students demonstrate health care skills in the clinical setting at Bay Medical Hospital. This clinical learning experience is a required part of the program and is a full year class.

Student completing this PEP at Rutherford are eligible for Gold Seal Scholarship Endorsements.

Region 1 Showcase Information

Program Name Communications Technology Academy

School/Agency Rutherford High School

Address 1000 School Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person:

850/872-7760		850/872-4827	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

1. To provide juniors and seniors with realistic workplace experiences in the communications industry. (Students have chosen to enter careers in communications-related professions.)
2. To incorporate real-world activities into the school curriculum.
3. To involve professionals in communications in shaping the curriculum of our program.

Description:

Rutherford High School has adopted the career cluster or academy approach school-wide. The Communications Technology Academy is one of the school's career clusters. ComTech seniors enroll in five subjects: English IV, Economics/Government, Television Production, Desktop Publishing II, and Guided Workplace Learning. Each semester they participate in an eight week long internship. During the Internship, students work in the community four days a week during all their ComTech classes. One day each week they report back to their regular classes.

Many things happen prior to the internship. The academy teachers write to TV and radio stations, newspapers, print facilities, governmental agencies with communications positions, and others. All businesses interested in sponsoring interns are invited to a meeting prior to the start of school. During the meting, sponsors share their expectations and ask questions.

In the weeks before the internship, students create traditional and creative resumes and cover letters, prepare a portfolio, and participate in mock interviews. These activities culminate when sponsors arrive at thecampus to interview prospective interns. The sponsors submit their lists of top choices; students then get to see who selected them and then choose their internship location.

After each internship, students create videos about their internships and share them with each other, their sponsors and the sophomores and juniors in the academy. The sponsors and interns then evaluate the process, make suggestions and the process begins anew.

(Seniors will make individual CD portfolios including a resume, letters of recommendation, and samples of their best work.)

Region 1 Showcase Information

Program Name COMTECH Academy

School/Agency Rutherford High School

Address 1000 School Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Beverley Fraser

850/872-4500		850/872-4827	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The primary goal of the academy is to prepare students for careers in communications related to professions such as printing, television, radio, computer animation, desktop publishing, and journalism.

Description:

The Communications Technology Academy is one of the Personal Educational Plan (PEP) Programs offered at Rutherford High School. It is supported financially by the State of Florida as an academy for career development and applied technology.

COMTECH's emphasis on workplace skills allows students to learn the importance of organization, time management, teamwork and other skills as they are related to work.

Local business and post-secondary institutions support ComTech by interviewing students for intern positions at the local newspaper, TV stations and other communication related businesses.

Students study integrated curriculum with English, Science and Social Studies courses blended into their communications work.

Region 1 Showcase Information

Program Name Block 8 Scheduling/Early Release Time

School/Agency Rutherford High School

Address 1000 School Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Pat Shaw/Jean Olson

850/872-4520		850/872-4827	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

To compare and contrast the different scheduling models currently being used in Bay County High Schools.

Description:

BLOCK 8 SCHEDULING

This is a block 8 schedule that Rutherford High School uses. The schedule fosters the School-To-Work (STW) principles and supports the Personal Educational Plans (PEPs) of students at Rutherford High School. This program is in its second year, providing a varied curriculum for Rutherford High School students to span 19 career focuses. Courses added to the curriculum include computer classes and study skills classes for all ninth graders.

Students are released early on Wednesday afternoons to provide curriculum writing time to support the School-To-Work initiatives.

Region 1 Showcase Information

Program Name Air Force JROTC

School/Agency Rutherford High School

Address 1000 School Avenue
Street

Springfield	Bay	Florida	32401-5157
City	County	State	Zip

Contact Person: Lt. Col. (Ret.) Walter L. Matthews

850/872-4530		850/747-5628	Matthwl@ram1.rhs.bay.k12.fl.usr
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To educate and train high school cadets in citizenship; promote community service; instill responsibility, character, and self discipline; and provide instruction in air and space fundamentals.

Description:

The Rutherford Air Force Junior ROTC Group FL-034 continues its partnership with Gulf Coast Community College to offer dual-enrolled aviation classes. Students may earn eight college credits for successful completion of these courses. Also, students are authorized to take FAA Ground Instruction. Students in these courses are seniors and juniors. Cadets from this program have completed private pilot training. Two operational flight simulators are maintained by the unit.

Another program of note at FL-034 is the operational weather station and satellite system. Cadets operate the fully operational Davis Weather Monitor System and the integrated satellite equipment. Instructors are enrolled in the Florida **EXPLORES** (**EXP**loring and **L**earning the **O**perations and Resources of **E**nvironmental **S**atellites) Program. The goals of this project are to make weather satellite information available to Florida's schools in order to enhance awareness and knowledge of resources in the space and earth sciences, and to encourage students to pursue careers in the sciences and mathematics through participation in research. The electronic equipment/software package and antenna systems to support the project were purchased by the unit.

Rutherford is one of the few or possibly the only Air Force JROTC unit in Florida to have initiated additions such as these to the normal AFJROTC curriculum.

Region 1 Showcase Information

Program Name JTPA Corrections

School/Agency Gulf Coast Community College, Criminal Justice Training Academy

Address 5230 West US Hwy. 98
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Jennifer German, Coordinator, Office of Career development/JTPA

850/872-3853	780-3853	850/913-3269	jgerman@ccmail.gc.cc.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The Corrections segment of JTPA at Gulf Coast Community College is our Case Management plan for JTPA students enrolled in Correctional officer Basic Standards Training. The object is to maximize success rates of participants in this fast-paced, high-producing program.

Description:

In conjunction with our colleagues in the Criminal Justice division of the college, we recruit throughout the three-county area (Bay, Franklin and Gulf) for eligible correctional officer candidates. They must be at least 19 years old, have no felonies in their backgrounds, have a high school diploma or GED and be able to pass a physical exam to qualify for the Academy. To be sponsored by JTPA requires meeting our federal eligibility criteria.

Correctional Officer Basic Standards Training transforms a person from student to worker in under six months, earing $18,900 per year if hired by the state as an entry-level C.O. (Private companies sometimes pay less).

JTPA Case Managers use a 'Student Action Checklist' to keep potential C.O. candidates on track with turning in the paperwork required for entry into the Academy, and then make weekly contact with their students. The corrections classes are usually held at the Firing and Driving Range, which is 20 minutes away from main campus, and run from 8:00 am-5:00 pm Monday through Friday. Because of time constraints, we go to them once a week before classes begin. The Academy is a uniformed institution, so students learn the proper way to wear a uniform and gain the sense of pride and increased self-esteem through the feeling of 'belonging' which accompanies this method of organization. The heavy 'hands-on' Case management for JTPA Corrections has yielded excellent results:

- JTPA students consistently win awards (Perfect Attendance, Top Grade Point, Marksman) at Corrections Graduations.

- JTPA students are usually appointed to a position of class leadership.
- 80% of the JTPA students enrolled in Corrections graduate and become employed as Correctional officers.

In order to maximize our dollars, we request that our students return their uniforms for recycling. They very often convince their non-JTPA classmates to contribute their old uniforms to the uniform closet!

31

Region 1 Showcase Information

Program Name WAGES (Work and Gain Economic Self-Sufficiency)

School/Agency Gulf Coast Community College

Address 5230 West Highway 98
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Tenna Randall

850/913-3263	780-3263	850/913-3266	trandall@ccmail.gc.cc.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: This program was initiated in August 1995 as an enhancement to the WAGES (formerly Project Independence) Program by providing services to 150 people. Its objectives are to provide:

(1) specialized services by offering both academic and vocational assessments and comprehensive case management to those participants who are being vocationally trained;

(2) self-esteem building techniques, attitude assessments, interviewing skills, job seeking/keeping skills and networking skills to enhance employment opportunities; and

(3) an open-entry, open-exit computer-based learning center to assist with obtaining a GED.

Description:

The GCCC/WAGES program provided services to 257 participants during its first year to individuals 18 years and older. The WAGES program focused on three main areas:

(1) **ABE/GED Training** The ABE/GED lab manager used the participant's academic assessment results to prescribe needed instruction and to develop a time frame for retesting. Retesting was necessary to measure progress and to determine what other types of instruction are needed. The lab is equipped with the latest state-of-the-art equipment and software, and is designed to provide the maximum amount of individualized scheduling and instruction while maintaining the high academic standards set by GCCC. During its first year, 116 people participated in the ABE/GED program with 100% of those who tested receiving their GEDs.

(2) **Vocational Classroom Training** includes both certificate and degree programs. Everything from academic/life management counseling to attendance documentation is provided. Case managers are valuable resources; they help participants feel comfortable on campus and help participants take ownership in their educational/career goals. Of the 90 who participated in classroom training, 41% enrolled in college-level course work; of the completers, 59% are no longer receiving temporary cash assistance. Additional specific "hands-on" computer classes are being taught to enhance employment and computer literacy.

(3) **Employability Skills Training** consists of 30 hours of classroom training and limited job search. Participants receive career assessments (aptitude and interest), self esteem building techniques and assessments, attitude assessments, interviewing skills, inventory taking skills, job seeking/keeping skills and one-on-one guidance and assistance in job search. Of the 54 who participated in employability skills training, 69% are no longer receiving temporary cash assistance.

Region 1 Showcase Information

Program Name Even Start

School/Agency Shaw Adult Center

Address 162 Detroit Avenue
Street

Panama City	Bay	Florida	32401
City	County	State	Zip

Contact Person: Pat Garrett

850/872-4555		850/872-7587	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Our goal is to help families read and learn together because parents are their children's first and best teachers.

Description:

Even Start is a family literacy and education program offered through Bay District Schools as a free service to families. Eligible to participate in this program are parents over 16 years old who do not have a high school diploma or GED and have a child who is 7 years old or younger. Even Start provides the parents a chance to complete a high school education. Even Start also offers parenting workshops as well as a chance to meet other families similar to theirs.

Region 1 Showcase Information

Program Name Newspapers and a New Age of Readers

School/Agency Panama City News-Herald

Address 501 W. 11th Street
Street

Panama City	Bay	Florida	32402
City	County	State	Zip

Contact Person: Leslie Legg, Newspaper in Education Coordinator

850/747-5008		850/763-4636	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Description:

Florida's Newspaper in Education (NIE) Coordinators have been friends to Florida teachers for two generations. Leslie Legg, NIE Coordinator for the Panama City News Herald is a teacher who moved to Florida from Michigan. A career educator, Leslie enjoys the many ways teachers find for implementing activities that are lively, fun and relevant from each day's newspaper. In addition to demonstrating classroom activities that relate to careers, participants can learn how to teach reading across all curriculum areas, writing and math from the newspaper. Research conducted with at-risk middle school youngsters show marked improvement in reading and writing scores among students, especially boys, who learn with newspaper-based instruction.

In addition, your local newspaper can become a wonderful business partner. Panama City News Herald has supported journalism projects with students from Bay county for several years, and currently supports the education community in its circulation area through NIE services. For more information about NIE programs to support Sunshine state Standards and integration of academic and vocational curriculum, call Barbara Shapley, Department of Education, 850/487-1865

Other Region 1 NIE Contacts:

Tallahassee Democrat
Peggy Durham
277 N. Magnolia Drive
Tallahassee, Florida 32302
Phone: 850/599-2134
FAX: 850/656-5727

Pensacola News Journal
Linette Wilson
One News Journal Plaza
Pensacola, Florida 32501
Phone: 850/435-8638
FAX: 850/435-2021

Northwest Florida Daily News
Carol DeBolt
Drawer 2949
Ft. Walton Beach, Florida 32549
Phone: 850/863-1111
FAX: 850/862-5232

CALHOUN

Region 1 Showcase Information

Program Name "Fruits of Success at BMS"

School/Agency Blountstown Middle School

Address 611 Mayhaw Drive
Street

Blountstown	Calhoun	Florida	32424
City	County	State	Zip

Contact Person: Mary Sue Jones, Principal

850/674-8234		850/674-3833	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

1. Decrease the number of students scoring below the state average on Florida Writes by 5%.
2. Increase the number of volunteers by 20% and volunteer hours by 10%.
3. Reduce the number of students referred for disorderly conduct by 10%.
4. Decrease the number of students in grade six scoring at or below the 25th percentile on total reading by 10%.

Description:

Blountstown Middle School is located in Blountstown Florida. The school's population is made up of 283 sixth, seventh, and eighth graders. Fifty-two percent of the students are on free and reduced lunches. The mobility rate is 26 percent.

Blountstown Middle School's logo is "*BMS AIMS FOR EXCELLENCE*," and this philosophy is fostered through high academic standards, exploratory wheel classes, and high expectations set by the administration, faculty, staff, and students. Blountstown Middle School commits to the hard work that is needed to mold a child into a productive citizen who works cooperatively with others, respects himself and others, and is confident with the knowledge and skills needed to confront the challenges of the 21st century.

There are many factors, other than those stated above that can be attributed to the success of BMS. The continual upgrading of the facilities fosters feelings of pride in the school's physical environment. The recognition of students for achievement and citizenship arenas provides incentives for students to strive for excellence. The extensive in-service training provided gives teachers the opportunity to keep abreast of new instructional activities and materials. The principal encourages teachers to be creative and innovative when implementing instructional practices in the classroom. Through a variety of avenues, BMS strives to bridge the gap between the school and the community.

As a result of these many factors, BMS accomplished the following:

1. Increased the number of students scoring at or above the state average on the Florida Writes by 79% for 1995-96 over 1994-95
2. Increased school volunteers in 1995-96 by 52% over 1994-95 and increased the volunteers hours in 1995-96 by 14% over 1994-95
3. Decreased the number of office referrals of serious offenses in 1995-96 by 15% over 1994-95

There was approximately the same number of sixth grade students who entered sixth grade for the 1995-96 school year who scored at or below the 25th percentile in total reading on the 1996 CTBS test. The expected decrease did not occur.

BMS continually seeks ways to encourage everyone to *AIM FOR EXCELLENCE*. The following are some new strategies that have been implemented:

Mentor Program
Block Scheduling
Weekly Progress Reports
School-Wide Title I
Daughters to Work

What promotional strategies were used?
Press releases in local newspaper, newsletters, community forums, School Advisory Council, open house, orientation, "pink slips", homework hotline, recognition programs for student achievement, student handbook, business partners, guest speakers, mentor program

What supporting materials used?
Stavros Grant, Eisenhower Grant, newspapers, Josten's Lab, Accelerated Reading Program

38

Region 1 Showcase Information

Program Name Calhoun County Adult Education

School/Agency Calhoun County School Board

Address 725 Charlie E. Johns Street
Street

Blountstown	Calhoun	Florida	32424
City	County	State	Zip

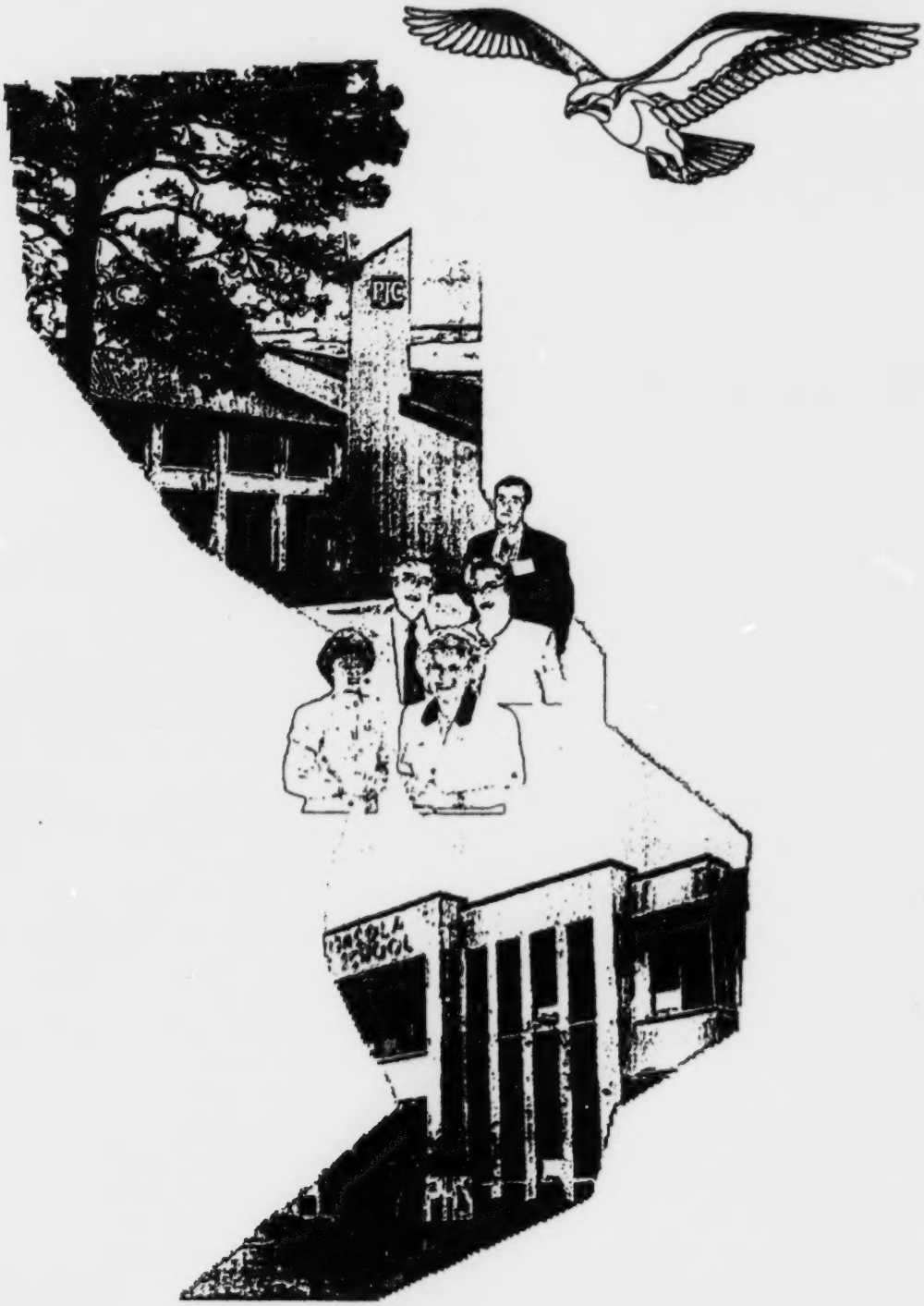
Contact Person: Wilson T. McClellan, Coordinator

850/674-8661		850/674-5814	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Increase high school & GED graduation rates, get more parent and community involvement. Visit area college and vocational programs with students as they prepare for careers.

Description:

GED, ABE, and High School Prep Programs. Targeted student populations 16 - 19 years of age. Develop students with academic skills, and vocational planning so that they may be successful after completion of adult education programs. Help teach students social skills, self-esteem, accountability and responsibility, as well as preparing them academically. We invite organizations to visit our school and present workshops that may have value in preparing our students for both the present and the future. Such workshops as test taking skills, AIDS awareness, drug awareness, manners and etiquette have been offered lately to our students.



ESCAMBIA

Region 1 Showcase Information

Program Name Banking and Finance Youth Apprenticeship

School/Agency Booker T. Washington High School

Address 600 College Parkway
Street

Pensacola	Escambia	Florida	32504
City	County	State	Zip

Contact Person: Mr. Kovacs

850/478-8134x177		850/494-7297	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The purpose of this proposal to provide the banking and finance community highly skilled young adults for its workforce.

Description

Youth Apprenticeship
A Business Education Partnership In Action

"If not youth apprenticeship, What? If not you, Who? It is time for American Business to launch a long-term initiative aimed at linking school-to-work... young people to jobs...learning to careers. Competitor nations have seamless systems of integrating education and the workplace. We don't, and we're beginning to pay the price for it. If America is to maintain a vibrant economy, with workers who can continue realizing higher standards of living, it must develop a workforce that adds value and earns top wages. To achieve this goal, our nation's education system must reflect the realities of the American Workforce and the effects of international competition. Business people must team with educators to develop a Youth Apprenticeship system in our schools, one that instills the notion of life-long learning in our young people." (William Kolberg, President & CEO National Alliance of Business)

Banking and Finance

Method: In order to accomplish this mission, the Escambia County School District, will design a "Youth Apprenticeship Model", specific to the education and skill requirements specified by the sponsoring institutions.

Partners: Banking and finance Sponsors, Escambia County School District, and Pensacola Junior College.

Program Length: Two years of academics with concurrent youth apprenticeship experiences totaling a minimum of twelve hundred hours of work-based employment/training.

Student Eleventh and Twelfth Grade students

Student Outcomes: Upon graduation, the students will obtain: a high school diploma; a certificate of skill mastery from the responsible business education component; and a youth apprenticeship certificate from sponsoring institution (Associates Degree)

Region 1 Showcase Information

Program Name Booker T. Washington High School Archaeology Institute

School/Agency Booker T. Washington High School

Address 6000 College Parkway
Street

Pensacola	Escambia	Florida	32504
City	County	State	Zip

Contact Person: Glenda Marshman and Michael Davis, Co-Directors

850/478-8134		850/494-7297	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

1. To bring community, historical, and archaeological resources into public schools to enhance curricular offerings.
2. To provide students with new ways to discover their multiethnic heritage.
3. To promote awareness for conservation of historical and archaeological resources.

Teaching with Archaeology and Historic Places meets the following objectives:

- Students make connections with their community and heritage reinforcing basic values.
- Students understand dynamics of change in human culture and the physical world that surrounds them. Understanding is reinforced as students excavate and study artifacts and make connections to places and people associated with the past.
- Students learn to use primary resources.
- Students develop a sense of stewardship toward the historical and archaeological resources of their community.
- Civic values, responsibilities, work skills and ethics are reinforced as the students perform service-based activities.
- Science process skills are strengthened and proper uses of science and technological equipment are learned.

The Archaeology Institute grew out of the math/science/social studies component of a Career Consortium formed at Booker T. Washington High School. There was a need to develop a more interdisciplinary approach to accommodate career and technical needs of the students while maintaining the high level of academic achievement for which the school is widely known.

The Washington High School Archaeology Institute has as its partners:
The University of West Florida Archaeology Institute
The Pensacola Archaeological Society
The School of Science and Advanced Technology at Pensacola Junior College
Panhandle Chapter of the Florida Surveyors and Mappers Society

The importance of student supervision by professional archaeologists is a critical feature of the institute. Hands-on field and lab activities are offered to 11th and 12th grade students who have demonstrated academic competence in core curricular areas. The participants reflect the ethnic and economic diversity of the campus. High school students from the institute are allowed to participate in the Summer Field School conducted by the University of West Florida Archaeology Institute for undergraduate and graduate students.

The Archaeology Institute has garnered media coverage in the local newspaper and on TV stations. Presentations about program efforts and accomplishments have been made to the Archaeological Society meetings, community forums, numerous teacher in-service workshops, professional organizations, BLAB TV, and an international conference of the Society for American Archaeology. Several major presentations are again scheduled for the Spring, 1998.

The Escambia County School District and the administration at Washington High School have provided tremendous support. Additional financial support has come from Florida Learn and Serve grants for specific projects. One of these projects is the historical and archaeological study of a state registered site, 8ES2250. Another is to assess historical significance and conduct archaeological surveys of the properties owned by the Escambia County School Board. The Florida State Historical Preservation Board awarded the Institute a grant to support a graduate assistant ship for an archaeology graduate student to work directly with the Institute, and also for the directors to write lesson plans on archaeology that will become part of the Florida Heritage Education Program. The Archaeological Society has contributed hours of volunteer work, and the University of West Florida Archaeology Institute's Director, Dr. Judith Bense and her graduate students have provided hours of consultation. The Florida Surveyors and Mappers Society has contributed a transit and volunteers to train students in its use. This past fall, 10th graders in the Institute's Geometry class, with the help of the expertise of a member of this Society, were able to calculate the location of the anchor, in relation to land, that was used as the datum point for the Emanuel Point Shipwreck, a ship of immense historical importance as it is thought to belong to the 1559 fleet of the ill-fated deLuna expedition. The write-up of this activity is being submitted to a national journal.

The Washington High School Archeology Institute is becoming a well-known and integral part of the educational experiences offered to the students of Escambia County.

Region 1 Showcase Information

Program Name Institute for Coastal and Marine Studies (ICAMS)

School/Agency Booker T. Washington High School

Address 6000 College Parkway
Street

Pensacola	Escambia	Florida	32504
City	County	State	Zip

Contact Person: Rick O'Connor and Jeff Mason

850/ 478-8134 ext. 123		850/ 494-7297	mason_j@popmail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Our mission is to provide opportunities for students to participate in the study of marine and coastal ecosystems with the assistance of community partnerships. The purpose is to foster students curiosity about the marine environment and to provide connections between basic science knowledge and its relevance to daily life.

Description:

The Institute for Coastal and Marine Studies (ICAMS) is an educational reform project developed by the science faculty and administration of Booker T. Washington High School. The mission of the institute is mentioned above. It basically states that our objective is to take high school students, with an interest in the sciences, and show them how scientific research is conducted and reported. We will also teach them about the marine environment while actually working with professional partners on marine related projects in Pensacola Bay.

The institute now has five partners: Dauphin Island Sea Lab, the University of West Florida's college of Science and Technology, Pensacola Junior College's School of Science and Advanced Technology, The Naval Training for Meteorology and Oceanography Facility (NTMOF) aboard Pensacola NAS, and the Diver's Den of Pensacola. ICAMS has a steering team consisting of professionals from Solutia Inc., the Environmental Protection Agency - Gulf Breeze Lab, contact personal from our partners above, parents from our School Advisory Board, ICAMS faculty, Booker T. Washington High School administration, and one student member.

The program now consists of 23 junior and senior students who have completed honors biology and chemistry. The students will complete a semester course in marine ecology and molecular biology this semester. Next semester the students will begin five possible research projects.

Project number one will be working with Gulf Islands National Seashore and Dauphin Island Sea Lab monitoring the sea grass meadows within the national park. ICAMS students will be measuring light penetration, sea grass growth rates, and bio assessments of the community.

Project number two deals with periphyton, encrusting phyto and zooplankton. With a periphotometer, donated by the EPA lab, ICAMS will monitor our three local bayou's comparing the periphyton populations.

Next will be a study of near shore fish populations. Over the years many environmental quality projects have been conducted on Pensacola Bay but fish populations has not been one of them. ICAMS will do this.

Number four is currents. According to researchers from University of West Florida, in order to track point and non-point pollution you must show current patterns through the bay system. ICAMS will conduct this project this year.

The last project involves water quality monitoring. The idea is to have a team of community volunteers willing to take surface water samples once a week for a year and send the data to Booker T. Washington High School, where ICAMS students will log the data and monitor water quality.

Region 1 Showcase Information

Program Name Teacher Assessment & Growth Systems (TAGS)

School/Agency Booker T. Washington High School

Address 6000 College Parkway
Street

Pensacola	Escambia	Florida	32504
City	County	State	Zip

Contact Person: Elaine W. Thomas, TAGS Program Coordinator

850/432-4461 850/494-7496		850/494-7297	ewtom@aol.com
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The **goal** of the Teacher Assessment & Growth Systems (TAGS) process is:

- To provide an alternative evaluation plan for teachers to help them identify a personal growth goal which will improve or update their instructional performance.

The **objectives** of TAGS are:

- To provide variable services and specific structures to meet the individual needs of teachers in order to foster their professional growth.
- To increase the teacher's knowledge about and use of technologies in the classroom.
- To increase collegiality and cooperation between and among teachers and principals by reducing classroom isolation.

Description:

The Teacher Assessment & Growth Systems (TAGS) program began as a pilot at Booker T. Washington High School in 1994. Tags focuses on the productive teacher who has received successful evaluations from a supervisor or principal and who is motivated to continue learning about teaching as a profession.

The teacher develops a self-directed professional growth plan with the approval of a peer teacher and the principal. The focus of the TAGS program is on learning. Teachers cooperate with teachers to design programs that link their professional development to school improvement goals. Quality learning for students is a central feature of the TAGS process. The concern is not how to help a few weak teachers become better; instead the central question is how to make the school a more effective organization through quality teaching by the entire faculty. The school principal and teachers work together as active

collaborators.

In consultation with the principal, the TAGS teacher sets one or two goals for the year and works with a peer teacher toward accomplishing those goals. A "Tagger" meets with the principal and other "Taggers" in group interviews to assess individual achievement and identify future professional goals. The teacher selects three methods from eight available methods to collet data for diagnostic analysis. Teachers collaborate in a variety of ways by producing materials, giving each other feedback, conducting action research, and engaging in professional dialogue. This collaboration is goal-oriented and aimed at solving problems or learning new skills such as technology. For example, teachers develop proficiency with various kinds of hardware and software programs, the videodisc, digital camera, scanners, the Internet and other emerging technologies.

As centers of learning, all schools develop a culture in which major decisions are made based upon direct links to student learning. Schools participating in the TAGS process emphasize learning for teachers and administrators. The TAGS school becomes a center of inquiry where professionals work together in the pursuit of their own growth and improvement. Teachers and administrators see themselves as partners in a shared experience to improve the school and increase student learning. A TAGS school values goal accomplishment and recognizes that productivity increases a teacher's commitment to the organization as well as to the profession of teaching.

In 1995, TAGS became a district-wide field study and an alternative component of the teacher evaluation system with 27 schools and 427 teachers participating. In 1996-97, the number of TAGS schools increased to 37 with 875 teachers participating in professional growth within Escambia County, Florida.

Some frequently heard teacher comments: ***"I would never have continued to learn if it had not been for TAGS... This may be the first year that I have learned something new."*** Principals relate that one of the major achievements is that TAGS teachers are ***"flexible,...willing to try new things...and communicate with each other about teaching."***

TAGS Accomplishments:

- Technology knowledge and use have increased greatly in the classroom.
- Classroom isolation has decreased as communication and interaction between teachers and principals has increased as teacher depth of involvement increased.
- Understanding that growth occurs in small steps as teachers interact with their surroundings and gain confidence in themselves.
- Students discovered that teachers are learners, too.

The administrators and teachers of the Escambia County School District and especially the administrators at Booker T. Washington High School have provided extraordinary support and guidance to the TAGS program. The teachers of Escambia County have devoted many hours of training, research, and implementation to learn new techniques and develop new skills to provide quality learning for students.

Region 1 Showcase Information

Program Name School-To-Work Initiative

School/Agency Escambia High School

Address 1310 North 65th Avenue
Street

Pensacola	Escambia	Florida	32506
City	County	State	Zip

Contact Person: Kathlyn McMichael

850/453-3221		850/453-9375	mcmichk@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The Escambia High School-To-Work Initiative provides school-based, work-based, and connecting activities to enhance student plans for immediate gainful employment, post-secondary education, or a combination of work and further schooling.

Description:

Escambia High is an 1800 student school serving an ethnically and socioeconomically diverse population in western Escambia County. The School-To-Work Initiative has objectives and planned outcomes aimed at offering every student the opportunity to connect school studies with work skills and workplace experiences.

Highlights of the last 12 months include:

(1) A career fair with 79 speakers.
(2) Teacher training for representatives of all grade levels and departments in the integration of academic and vocational studies.
(3) Enrollment of all ninth grade students in a Workplace Essentials course. Workplace classes provide clustering by career interests of students.

(4) Initiation of job shadowing bus trips encompassing business within a 5.0 mile radius of school.
(5) Teacher training in the use of customized software designed to structure work-based experiences to fit SCANS competencies.
(6) Completion of 4 + 2 plan by each ninth grader (in progress).
(7) Use of Ninth-grade Orientation, Open House, and school newsletters as vehicles to promote awareness of STW activities.

Region 1 Showcase Information

Program Name Academy For Health Professions

School/Agency Pensacola High School

Address 500 W. Maxwell Street

Street

Pensacola	Escambia	Florida	32501
City	County	State	Zip

Contact Person: Linda Gott, Coordinator

850/470-4600		850/444-5792	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Program Objectives: The Academy for Health Professions was established in 1993 as a health education magnet at Pensacola High School.

MISSION STATEMENT

"THE ACADEMY FOR HEALTH PROFESSIONS AT PENSACOLA HIGH SCHOOL WILL PROVIDE A CHALLENGING, WELL-BALANCED HEALTH PROFESSIONS PROGRAM WHICH FOCUSES ON EDUCATIONAL EXPERIENCES IN SCIENCE, MATH AND THE HEALTH PROFESSIONS AND FURTHERS AN UNDERSTANDING AND APPRECIATION OF OUR MULTICULTURAL COMMUNITY."

Description:

The School District of Escambia County, in cooperation with area colleges and health care providers, has created a magnet program specifically for students interested in medicine. From neurosurgery to nursing, vision care to veterinary technology, the Academy for Health Professions provides a specialized program to prepare students for a wide range of health care careers.

The Academy for Health Professions recruits students from all Escambia county middle schools. The requirements are:

(1) A scaled score of at least 67 percentile on the California Achievement Test 3 and/or at least a 2.5 (c+) grade point the first semester of the eighth grade
(2) Teacher recommendations from four core course teachers (math, English, social studies, science)
(3) An original essay entitled "Why I want to pursue a career in health care"
(4) Example(s) of altruism verified by teachers, counselors, volunteer leaders, sponsors, church leaders, etc.

Students and faculty in the AHP Program at Pensacola High School have implemented an honor code. They designed this code after looking into honor codes used in several prestigious universities, particularly the University of Virginia and Princeton. The students and faculty wanted to connect with those rich traditions of honesty and integrity. An elected student Honor Council with faculty assistance is charged with the implementation of the Honor Code. New students coming into the AHP program at PHS assume responsibility for helping to maintain the standards of trust and honor.

The Academy for Health Professions is a four-year program of studies including composition and literature, mathematics, science, health science, social studies, and foreign language. The students in the AHP are required to have 200 volunteer hours in addition to work in a clinical setting in a health care facility. The clinical occurs during the school day. The students also have the opportunity to earn college credits through the dual enrollment program. The dual enrollment program also offers two specialized classes for the health care students: Pharmacology Terminology I and Medical Terminology I. These classes will better prepare them When pursuing AS, AA, BA, degrees on the post secondary level.

The Academy for Health Professions will have its first graduating class in May, 1997. Many of our students have already received acceptance to colleges and universities to further their health-related education. In addition, many of our students will qualify for Florida Academic Scholars and the Vocational Gold Seal Endorsement and Scholarships. Many of our academy students have been recognized for their outstanding community services including six students who were given awards by Gov. Lawton Chiles for their volunteer work with the Division of Blind Services.

50

Region 1 Showcase Information

Program Name The Agritechnology Program

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Mr. Ted Culley

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.htmi
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The Agritechnology Program provides students with opportunities:
(1) to experience career options in the areas of irrigation, landscaping, golf course maintenance and turf grass management;
(2) to increase academic success through applied work experience;
(3) to improve achievement and performance.

Description:

Pine Forest High School in cooperation with George Stone Center began the Agritechnology Program in 1995 to provide students with the necessary academic and technical background to enter the workforce in the areas of irrigation, landscaping, golf course maintenance and turf grass management and to continue with postsecondary training and/or education.

This is a four year program beginning in the 9th grade. Currently, three groups (9th, 10th and 11th graders) are involved and a fourth group will be added in August 1998. The first year of full implementation will be 1998-99.

An integrated curriculum not only provides opportunity for interdisciplinary projects, but also for specific courses tailored to various aspects of the Agritechnology industry such as Horticulture Science Landscape and Turf Science and Nursery Operations. In addition to the traditional classroom setting, students have a variety of hands on learning experiences. This year students have finished an irrigation systems of Pine Forest's baseball and softball fields. In December, students will break ground on a three hole golf course which whey will completely design, construct and maintain.

Field trips and guest speakers are also integral parts of the curriculum. Both familiarize students with the workplace environment and showcase numerous career opportunities.

An Advisory Committee consisting of school and district personnel and private industry meets periodically to provide curriculum assistance and experience in the career field.

The success of the program to date has been measured by student, parent and teacher evaluations and student G.P.A. and attendance data. A summative evaluation will be conducted in June 1999.

Promotional strategies: Brochure and middle school presentations

Supporting materials: Grants, District funding, Tech-Prep funding

52

Region 1 Showcase Information

Program Name Career Planning

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Ms. Sherlyn McKibbon

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.html
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Students are encouraged to prepare for the workforce and post secondary education by setting goals and planning course work for four years of high school plus at least two years as post secondary education.

The objectives of the initiation of the educational planner are to enable:

1. All students to meet with their counselor in small group sessions to discuss future plans and goals;
2. Students to plan their 4 years of high school plus 2 years of post secondary education to achieve specific goals;
3. Students to focus on **how** to reach goals for the future;
4. Students to realize the relationship of high school to real life.

Description:

Counselors meet with all ninth graders in small groups (all four counselors go to the same class, and divide the class according to last name) in the Workplace Essentials/Practical Keyboarding Skills classes to explain the necessity of planning for the future. Students are scheduled in the ninth and tenth grade according to a career cluster identified b the results of the CPT administered to all eighth graders in the district. Students with the help of the counselor identify goals for both education and career using the 4 plus 2 planner. Counselors will follow up with each student each year. In the tenth grade counselors schedule sessions through biology classes. In the eleventh and twelfth grades counselors will meet students in a required course

This is the second year that individual planners have been used by counselors and students. Informal discussions with parents, students and counselors indicate positive responses to the process. A formal evaluation will be completed at the end of the school year.

Region 1 Showcase Information

Program Name Construction Trades Youth Apprenticeship Program

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Ms. Katie Pollard

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.html
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The Construction Trades Youth Apprenticeship Program will provide students with opportunities:
(1) to develop the skills, personal traits and knowledge needed to successfully transfer to work or to a postsecondary educational setting or training;
(2) to interact and learn from individuals in the construction industry;
(3) to improve achievement and performance;
(4) to explore career opportunities;
(5) to obtain a marketable skill;
(6) to prepare for immediate and future employment in an increasingly competitive work force;
(7) build competence in communications, mathematics and science; and
(8) continue apprenticeship as an adult.

Description:

Construction Trades is a youth apprenticeship program that combines supervised, structured, on-the-job training with applied instruction. It is sponsored by employers and labor management groups that have the ability to hire and train. This education and training strategy leads to the youth apprentice's high school graduation and counts toward advancement in an adult apprenticeship program and/or post-secondary applied technology certificate or associate degree. Admission to the youth apprenticeship program requires students to complete a structured application process, to successfully comply with program selection criteria, and to get accepted by the sponsoring employer selection committee. Final selection is through a competitive interview process.

Today's construction industry demands workers whose skills must be technically and academically sound. In addition to the necessary technical skills each student will receive during the training, emphasis will be placed on achieving strong academic skills as well.

The Construction Trades Youth Apprenticeship Program is a two year program for eleventh and twelfth grade students. The two year program includes two units of English, one unit of math, one unit of science, various electives and OJT credits. The Construction Trades Youth Apprenticeship Program targets students for success through a career-centered curriculum, specially trained instructors, state-of-the-art facilities, active input from private industry, and a head start on their post-high school education.

Students attend school three days and work two days a week. Firsthand exposure to career information is also provided through field trips and guest speakers. Employment may be provided during the summer between the junior and senior year. Not only do students receive OJT credit for this hands on training, but they also may earn up to seven dollars per hour.

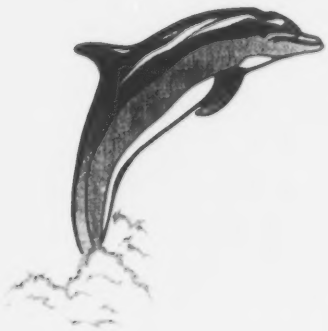
Periodic parent conferences have proven to be essential to the success of the program. During these meetings parents receive copies of evaluations completed by instructors, technicians, and workaday supervisors.

Weekly meetings between district personnel, trade and academic instructors have resulted in curriculum assistance, improve workaday opportunities, and objective checklists.

Innovative techniques to improve academic performance have been put into place this year. Policies have been updated to address disciplinary and attendance concerns.

Promotional strategies: Newspaper articles, brochures, student recruitment, school visitations, conference presentations.

Supporting materials: Blueprint 2000 funding, district funding, Tech-Prep funding.



Region 1 Showcase Information

Program Name Little Eagles Learning Center

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Mrs. Linda Ralph

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.html
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

Little Eagles Learning Center opened in 1995 as an extension of the Early Childhood Program at Pine Forest High School. The objectives are to:

(1) provide children (four years old turning five) in our community with a low cost, part time enrichment program.
(2) provide preschool children with the foundation to have a successful start in school;
(3) develop the necessary skills of advanced early childhood high school students to be successful teachers;
(4) provide a positive atmosphere for children and early childhood high school students to interact and learn from each other.

Description:

Little Eagles Learning Center was established at Pine Forest High School to enhance and extend the existing early childhood program. The goal of the total early childhood program is to provide high school students with supervised, realistic, "hands on" experiences in child care to prepare them for employment. The intent is for students to make the transition from school to work and to postsecondary education in the field of early childhood.

The early childhood program consists of Early Childhood 1 for students in the 10th or 11th grade, and Early Childhood 2 & 3 in the 11th or 12th grade. For 12th graders who have completed the first two years of early childhood, there is Early Childhood Cooperative Education where students can have on the job training for one to four credits. Students in Early Childhood 1 spend one year in the classroom learning about child development, discipline guidelines, teaching strategies, and state requirements in child care

Early Childhood 2 & 3, is taken for a full year, for two credits and the students are assigned and bused to an elementary or preschool classroom. Under the direction of their supervising teacher and early childhood instructor the students have the opportunity to implement what they learned in the classroom.

Opening Little Eagles Learning Center was a logical "next" step for the early childhood students. The center is located at Pine Forest High School. The advanced (second or third year) early childhood students selected to work in the center are responsible for creating a structured environment for the children, with specific lesson plans, nutritious snacks, and integrated learning activities. For these "student teachers" the goal is to prepare preschool children with skills and a positive attitude to successfully start kindergarten..

The children attending Little Eagles Learning Center come from the surrounding community. Enrollment is limited to fifteen four and five year old children, preparing to start kindergarten the following fall. Parents provide transportation for their child to attend Tuesday through Thursday of each week, from 8:00 A.A. until 11:30 A.M. A one time registration fee of ten dollars and the regular tuition of five dollars per day per child is paid by the parent. This provides the operating capital for the center. There is no federal, state or district money to supplement the payment of expenses.

A school committee and district committee planned for one year before opening the center in the fall of 1995. The school district provided minimum renovations to the facility, and funds for the necessary furniture and equipment were provided by the district Applied Technology department.

A parent evaluation of the center is conducted each semester as well as a progress report for the children. This is strictly to let the parents know the skill level at which their child is performing. We stress to parents that this is not a report card. It is designed to help make the parents aware of the skills needed to start kindergarten. An evaluation of the center and the student teachers is completed each six weeks by the student teachers and the early childhood instructors.

Promotional strategies: Newspaper articles, information in community elementary schools, and newspaper extra containing offerings of area community schools.

Region 1 Showcase Information

Program Name Problem of Day (P.O.D.)

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Ms. Katie Pollard

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.html
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The Problem of the Day (P.O.D.) program provides high school students the opportunity to prepare for the High School Competency Test (HSCT) through a school wide effort.

Description:

Approximately four weeks before the H.S.C.T. is administered, the P.O.D. is initiated. On two different occasions in a week a math problem is given to the entire student body by means of the public address or closed circuit TV. Each problem addresses a different skill tested by the H.S.C.T. To ensure the efficient and effective use of time, the following procedures are followed.

1. Answer sheets and tally sheets are placed in teachers' mailboxes the day of the P.O.D.
2. An administrator announces answer sheets are to be distributed and then reads the problem twice.
3. Students are given approximately two minutes to complete their answer before time is called.
4. Teachers collect answer sheets and then the answer is given. A solution is provided to each teacher.
5. Teachers separate answer sheets, tally and send the results to the front office where student sheets are separated by grade level.
6. Students with correct answers have an opportunity to win a prize after each problem.

Teachers are also encouraged to participate, and a special drawing is also available for them. This process enables all students to be aware of the importance of the H.S.C.T. and to review skills in preparation for the test. All areas of instruction emphasize and encourage students to do their best on the P.O.D. and the H.S.C.T.

Region 1 Showcase Information

Program Name The Television Production Program

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Ms. Tina Dixon

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.html
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The Objectives of the Television Production Program will be to continue to:
(1) challenge students to learn new technologies to produce and direct program for all academic cluster to be aired on closed-circuit TV for school-wide viewing;
(2) prepare students for postsecondary education and prepare them for immediate and future employment;
(3) provide an environment for students to develop interpersonal communication skills needed to cooperatively work with their peers, teachers, and community members; and
(4) allow students to develop and apply comm unication skills while learning new multimedia technologies.

Description:

The Television Production Program at Pine Forest High School was implemented at the beginning of the 1995 school year to provide hands-on experience to broaden students' understanding of concepts as well as develop new methods of effective communication beyond the classroom experience. Ultimately the goal of Television Production is to provide skills necessary for students to prepare them for a two or four year postsecondary education or to provide them with the necessary skills that can be used in the work world.

The Television Production Program at Pine Forest High School is now in its third year. Second and third year students have continued to excel by applying their advanced technological skills in their programs. A computer has been added to the studio with Power Point and Crystal Flying Fonts. These new software programs have become an integral part of the Pine Forest High School morning program and the news magazine. Because the Television Production Program is a school-to-work initiative, students have been encouraged to seek employment in an area related to broadcast journalism. This year two students enrolled in this program have been employed by a local television station in Pensacola, Florida (BLAB). They have not only had a chance to learn their field from a more professional perspective, but have also had the chance to earn money. One of the especially exciting additions to the program is the new High-8 project, a joint effort on the part of all eight high schools in Escambia county.

Because Television Production is a school-to-work program, articulation with Pensacola Junior College is being discussed. Implementation of this next phase of the television program will continue to be a focus.

Region 1 Showcase Information

Program Name The Travel and Tourism Academy

School/Agency Pine Forest High School

Address 2500 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526
City	County	State	Zip

Contact Person: Dr. Sally Crenshaw

850/944-1121		850/944-6352	http//www.escambia.k12.fl.us./sch5cnts/pinh/pinh.html
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The Travel and Tourism Academy will provide students with opportunities:

(1) to develop the skills, personal traits and knowledge needed to successfully transfer to work or to a postsecondary educational setting or training;
(2) to interact with individuals in the tourism industry and other adults who are consumers in the industry;
(3) to improve achievement and performance;
(4) to develop technology skills necessary for successful competition in today's world through group projects, individual projects and portfolio development.

Description:

The Travel and Tourism Academy was implemented at Pine Forest High School as a means to link school and workplace in order to provide students with transition experiences beyond the classroom. Ultimately the goal of the Travel and Tourism Academy is to assist students to make better career and educational decisions and to prepare them for two or four year postsecondary education or training.

The increased impact of the tourism industry in the state of Florida made tourism an obvious choice for a career academy. It currently is Florida's largest industry.

At full implementation, the Academy will be a three year program for 10th, 11th and 12th graders. Currently, two groups (10th and 11th graders) are enrolled and a third group was added in August, 1997.

The three year curriculum (10th - 12th grades) includes three units of English, math, social studies and science; two credits of conversational Spanish, travel and tourism and computer applications; and four elective credits. Academy teachers have developed an integrated curriculum in which students participate in a number of interdisciplinary projects. Such projects provide opportunities for students to develop skills in interpersonal relations, computer use, employability readiness, problem-solving, team work, time management and critical thinking.

Field trips and guest speakers are integral parts of the curriculum in order to familiarize students with local history and tourist sites and students are provided with opportunities to become involved in community activities and to experience the benefits of volunteer service to the community.

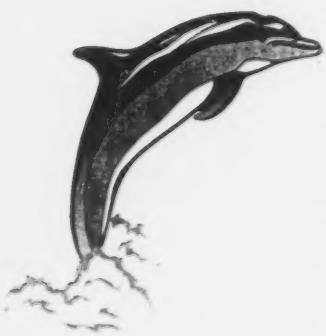
Work site experiences are included at appropriate times. Tenth graders spend one day in the spring shadowing employees in a local tourism business. Eleventh graders spend two days in the fall and two days in the spring. Between the 11th and 12th grade, students will complete a two week paid internship and a cooperative work program is available to twelfth graders.

An Advisory Council composed of school and district personnel, parents and employers has been instrumental in providing curriculum assistance and work site opportunities.

The success of the program to date has been measured by student, parent and teacher evaluations, employer evaluations, and student Grade Point Average (G.P.A.) and attendance data. A summative evaluation will be conducted in June 1998.

Promotional strategies: Newspaper articles, brochure, conference presentations

Supporting materials: Title IV grants, Blueprint 2000 funding, District funding, Tech-Prep funding, School-To-Work



Region 1 Showcase Information

Program Name Adult Community Education

School/Agency Woodham High Community School

Address 150 Burgess Road
Street

Pensacola	Escambia	Florida	32503
City	County	State	Zip

Contact Person: John Wilk - Community Coordinator

850/494-5693		850/494-7484	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: This spring the Woodham Community School has two new classes; Conversational Spanish and Adult Learning Stages.

Description:

The Conversational Spanish will help the Spanish I and II students who can read and write Spanish, but not speak it. The teacher, who also teaches Spanish during the day, saw the need and informed the coordinator. The class meets from 2:30 p.m. to 5:00 p.m. Tuesdays and Thursdays.

The Adult Learning stages is an Adult Basic Education (ABE) class taught at Carpenter's Creek Retirement Village. The age of the participants ranges from 70 years to 92 years. Class topics include how to avoid consumer fraud, estate planning and how to deal with the aging process. The class meets from 10:00 a.m. to 11:30 a.m. Tuesdays and Thursdays. In addition to the co-enrolled, General Education Development test (GED) and vocational classes here at Woodham, we are currently offering two off campus classes in curriculum development for the gifted through Florida Diagnostic & Learning Resource System (FDLRS). After completing a series of five (5) classes, gifted education may be added to the teacher's certificate.

63

Region 1 Showcase Information

Program Name Shared Services Network

School/Agency Escambia County School District

Address 30 E. Texar Drive
Street

Pensacola	Escambia	Florida	32503
City	County	State	Zip

Contact Person: Sandra Ward

850/469-5514	694-5514	850/469-5640	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The Escambia County Shared Services Network project's objectives are to establish an integrated system through which the interagency initiatives will develop a way and means to:

- Eliminate unnecessary duplication and overlapping of services,
- collaboratively seek and utilize limited resources, and
- define and provide for unmet needs.

Description:

The Escambia County Shared Services Network project acts as a facilitating agent to assist in the development of an integrated system for service planning and delivery for children and families at risk of problems in school, home, and community. The grant's focus is upon assessment and action planning for eliminating or enhancing variables which either impede or facilitate collaboration and coordination of public and private institutions, organizations, and agencies providing education and human services to children and families in Escambia County.

Strategies/Outcomes:

- Establishment of a coordinating forum, Chief Judge's Children's Council to assess and act as an evaluation process that provides baseline data that serves as an initial and reassessment tool. This forum consists of Chief executive Officers (CEOs) from the following agencies: Department of Children and Families, Escambia County Public Health Unit, Lakeview Center, Inc., AmSouth Bank of Florida, University of West Florida, Pensacola Area Chamber of Commerce, the Chief Judge, Escambia County Healthy Start, Lutheran Ministries of Florida, Department of Juvenile Justice, Representative of the 2nd District, Children's Home Society, Escambia County School District Superintendent, Catholic Social Services, and Children's Services Center.

- Generate a four county resource information database that will debut in early April. The Information Partnership is in the final stages of completing interagency agreements and generating resources for all counties to be computer compatible.

- Working with the Collaborative Partnership grant through the Escambia Interagency Coordinating Council for Early Childhood Services in the Following Areas:
  - Streamline Entry
  - Transition, Inclusion, Comprehensive Services
  - Training and Improved Quality
  - Formalized Partnership/Co-Funding

  A new single point of entry application form has been completed for use with the following programs:
  - Pre-kindergarten Early Intervention Program
  - Title 1 Migrant Pre-kindergarten Program
  - Title 1 Pre-kindergarten Program
  - Subsidized Child Care Program
  - Florida first Start
  - Head Start
  - Even Start

- Coordinating with the Chief Judge's Children's Council to produce an Escambia County Status Report on Children. It is anticipated that this will become a yearly product for use by area agencies. The report will be an indepth study on services and needs for the well-being of area children. The plan is to start with basic information and expand the report each year.

Region 1 Showcase Information

Program Name DJ (Diplomas & Jobs)

School/Agency George Stone Area Voc-Tech Center

Address 2400 Longleaf Drive
Street

Pensacola	Escambia	Florida	32526-8922
City	County	State	Zip

Contact Person: Bob Childers

850/944-1424x134		850/944-9560	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The "DJ" (Diplomas & Jobs) program was established to allow those students ages sixteen, seventeen, and eighteen, who were not attending their regular high schools, the opportunity to earn their High School or General Education Development test (GED) diploma. While the students are completing their academic requirements they are taught work skills through DCT (Diversified Cooperative Training) as well as being placed in a paying job through the OJT (On the Job Training) program.

Description:

Diplomas & Jobs Program

High school students between the ages of 16 & 18 continue to leave the County School System at an alarming rate. Last year over 400 students left the regular high school setting with the stated intention of attending adult high school; maybe 20 percent of those continued until they received a diploma. Hundreds of others left their regular high school for many other reasons ranging from economic hardships to pregnancy. This project takes the high school model of DCT and integrates it with the computerized learning of GED or high school completion. The advantage of offering the DCT program to young adults continues to be their ability to earn a salary while pursuing their diploma.

The JOSTEN's learning lab offers instant curriculum targeted toward what the learner does not know while crediting the student for knowledge already gained. With computer assisted instruction the learner is not faced with either having to keep up or with falling behind. By offering the student a combination of a job to earn money and an innovative approach to earning their diploma, the student not only learns academic skills, but also develops work skills and work ethics. This innovative approach provides the learner with three important criteria for success: a diploma, job skills, and a job reference.

Region 1 Showcase Information

Program Name Educators-in-the-Workplace

School/Agency Escarosa Regional School-to-Work Partnership

Address Pensacola Junior College, 1000 College Blvd.
Street

Pensacola	Escambia/ Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Barbara S. Wall, Coordinator, School-To-Work/Tech Prep, Escarosa

850/484-1492		850/484-1826	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To identify career and local job opportunities, including educational and skill requirement.
(2) To explore modern technology at the work site and its impact on the changing labor market.
(3) To observe educational and training programs offered in the workplace.
(4) To identify effective methods and techniques used in the workplace which will assist students in their career development and job placement.
(5) To identify additional career development strategies to meet the needs of special populations, including exceptional and disabled students, minorities, women and limited English proficient students.
(6) To gain an understanding of business and industry's needs for workplace ethics and teamwork and how educators can address these needs in the classroom.

Description:

Educators-in-the-Workplace is an important part of the School-to-Work/Tech Prep initiative as it offers teachers, guidance counselors, and administrators the opportunity to gain experiences that will enable them to develop and revise curricula and counseling services that are relevant to the real world.

The program was developed by the Business/Industry Development Committee of the Escarosa Tech Prep Consortium during 1995-96. Businesses were asked to meet with the Tech Prep Coordinator and the Directors for Applied Technology for Escambia and Santa Rosa counties to develop a curriculum for the work site visitation which would include discussions with company personnel in different departments emphasizing the skills needed for employment and advancement with that organization. The businesses were provided information regarding the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies to include in their curriculum. Companies offering to provide a worksite visitation were also asked to complete a questionnaire detailing the number of educators which could be accommodated at one

time, the necessary time frame for the visitation, safety issues, and the type of feedback the company wished to receive afterward.

The program was piloted in the spring of 1996 with two full-day work site visitations to Champion International and Monsanto, large employers in the region. Top level administrators, principals, and instructors were paired up for the pilot visitations. The program was repeated in the fall of 1996 with instructors and counselors from selected School-To-Work schools in the region. The Escarosa Regional STW Partnership now plans a spring and summer Educators-in-the-Workplace Program which accommodates approximately 100 more educators (elementary-post-secondary) and includes businesses in the health field, manufacturing, banking/finance, communication and travel/tourism.

The program has accomplished the following:

(1) A collaborative effort between the business community and the educational institutions has been developed which focuses on the needs of a rigorous, relevant curricula for students.
(2) All evaluation from participants (educators) have been positive; instructors see a way to connect their course work to the real world; many educators wish to repeat the program with different employers and see this as an activity which can be repeated every few years to update their knowledge of business and industry.
(3) The program has spurred interest in teacher internships, industry personnel acting as "guest instructors: in schools, curriculum-oriented site visits for students as opposed to "tours" of the businesses.
(4) An in service component awarding educators "points" toward renewal of their teaching certificates through program participation.

What promotional strategies were used?

Presentations to Principals and Assistant Principals, school faculties, Chambers of Commerce, community-based organizations
Articles in local media, word of mouth
Development of an Educators-in the-Workplace Package

What supporting materials were used?

School-to-Work Planning Grant, Tech Prep Grant
Materials provided by Champion and Monsanto

Region 1 Showcase Information

Program Name Project **REWARD**

School/Agency Pensacola Junior College

Address 1000 College Boulevard
Street

Pensacola	Escambia	Florida	32504-8998
City	County	State	Zip

Contact Person: Ms. Chiquita Henderson, Program Specialist

850/484-2170	681-2170	850/484-1826	chenderson@pic.cc.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To assist program participants in gaining marketable skills and attaining self-sufficiency through high wage vocational training (approved programs) and additional support services.

Description: The target population served under Section 221 of the Carl D. Perkins Vocational and Applied Technology Education Act are *single parents, displaced homemakers, and single pregnant women.*

Services Provided:

Career Exploration
- Skill and interest assessment
- Individual Career Planning
- Information on career opportunities
- Wage and employment projections
- Vocational counseling

College Preparation
- Understanding the college system
- Locating financial assistance
- Study skills and test taking skills
- Information about campus resources
- Academic planning
- Individual educational plans
- Registration assistance

Information & Referrals

Identification of resources for educational and personal needs
Newsletters with useful information for home & school
Referral to services to meet educational and personal needs

Support Services

Limited funds for start up school costs
Financial aid counseling and referral services
Stock (book) loan
Mentors in the field of study
Resource room for career and study needs
Short-term child care while in class
Assistance with educational materials purchases

TELL ME MORE:

Monthly orientations held the last Friday of the Month (regular schedule).
Monthly orientations held the last Thursday of the Month (summer schedule).
Building 16 - Room 1622
9:00 a.m. - 12:00 p.m. - Guest speaker present

Outreach appointments held at Milton & Warrington Campuses: Alternate Wednesday's (9:30 a.m. - 11:30 a.m.) Call for individual appointments.

70

Region 1 Showcase Information

Program Name North Escambia Community School/University of West Florida CO-OP Program

School/Agency North Escambia Community School

Address P.O. Box 68
Street

Gonzalez	Escambia	Florida	32560
City	County	State	Zip

Contact Person: Joe Cardwell - Coordinator

850/968-5660		850/968-3121	cardwej@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: This program was established in the Fall of 1996 as a cooperative venture of the University of West Florida and the North Escambia Community School. It's objectives are:

(1) To provide the opportunity for a quality educational program for approximately 60 employees in the Building Services Division and Landscaping Division at the University of West Florida.
(2) To enhance the self-esteem of these employees by providing scheduled and structured classes.
(3) To improve communication skills both written and verbal.
(4) To develop and enhance math skills.
(5) To develop and enhance reading skills and see significant improvement as indicated by standardized test.
(6) To help prepare those individuals seeking promotion within their division and outside the university system.
(7) To enhance morale within the Building Services Division at the University of West Florida.
(8) To develop and enhance computer skills.

Description:

The North Escambia Community School serves the North End area of Escambia County, Florida that extends from Nine Mile Road to the Alabama state line. The University of West Florida is a 4 year State University located in Pensacola, Florida.

The Community School/U.W.F. co-op program began in the fall of 1996 and is very unique. The University provides the students one hour of co-op time twice a week and the participants match that hour with their scheduled lunch break. This matching of time provides about 1 hour and 30 minutes of instruction for the students per class.

The classes are normally scheduled between 11 AM and 1 PM on Tuesday and Thursday. The instructor is is a very devoted former educator from Pensacola, Florida. The Administration and Human Resources Department at U.W.F. are very supportive of this program.

Students are required to take the test for Adult Basic Education before entering the program and also upon exit of the program. The program is structured so as to provide for competency based learning. An individual portfolio is kept on each participant in order to document initial skills and observe both short and long range improvement.

What promotional strategies were used?

(1) New releases in the U.W.F. school paper "The Voyager"
(2) Individual and group meeting with the Division of Building Services.

Region 1 Showcase Information

Program Name Preparing All Learners for Tomorrow's Workforce

School/Agency University of West Florida

Address 11000 University Parkway
Street

Pensacola	Escambia	Florida	32514-5753
City	County	State	Zip

Contact Person: Dr. Wally Holmes Bouchillon, Professor of Vocational Education

850/474-2890	680-2890	850/474-2844	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide strategies for integration of academic and vocational curricula, primarily for K-12 school students and teachers. A state advisory committee comprised of academic and vocational educators shaped the direction of the project.

Description:

"Preparing All Learners for Tomorrow's Work Force" is the product of a Department of Education (DOE) funded project directed by Dr. Wally Holmes-Bouchillon, Vocational Education Professor of the University of West Florida in Pensacola. Originally funded by the Bureau of Career Development several years ago, its aim was to provide strategies for integration of academic and vocational curricula, primarily for middle school students and teachers. A state advisory committee comprised of academic and vocational educators shaped the direction of the project.

When the original document was nearly complete, it became obvious that the strands, standards and benchmarks were part of a continuum that would define what all students should know and be able to do from pre-kindergarten through post-secondary education. The advisory committee recommended that Dr. Bouchillon prepare a more comprehensive document. Simultaneously, DOE developed the Sunshine State Standards creating the seven academic frameworks: Math, Language Arts, Science, Social Studies, Foreign Language, Fine Arts, and Health and Physical Education.

The Applied Technology strands, standards and benchmarks were taken from the national School-To-Work legislation, and are referred to as "All Aspects of the Industry."

The "Aspects" are: Planning, Management, Finance, Skills in the Workplace--technical and production, Labor, Community Issues, Health, Safety and Environment, and Personal Conduct.

The current "Preparing All Learners for Tomorrow's Workforce" is a planning guide that will serve as an umbrella framework for Applied Technology. It provides curriculum integration tools for working with educators across all disciplines and parallels the Sunshine State Standards. It is truly a companion for the academic frameworks: its greatest value will be for teachers who will have specific strategies for integrating real work skills in an academic setting.

The Division of Applied Technology, Adult and Community Education is planning awareness sessions, training and implementation strategies for this guide. Documents are being distributed to schools, technical centers and community colleges. Plans are underway for statewide training.

For more information please contact:

Mrs. Barbara Shapley, Region 1
Bureau of Systems Implementation
Technical Assistance
522 Turlington Building
Tallahassee, FL 32399-0400
850/487-1865

Dr. Wally H. Bouchillon
Professor of Vocational
Education
University of West Florida
11000 University Parkway
Pensacola, FL 32514-5753
850/474-2890

Mr. Craig Winger
Bureau of Special Projects
And Grants Development
644 Turlington Building
Tallahassee, FL 32399-0400
850/487-0047

Region 1 Showcase Information

Program Name STEPS (Support for Teachers Enhancing Performance in Schools)

School/Agency College of Education/The University of West Florida

Address Bldg. 85, Room 122, 11000 University Parkway
Street

Pensacola	Escambia	Florida	32514-5753
City	County	State	Zip

Contact Person: Dr. Janet K. Pilcher

850/474-2772	680-2772	850/474-3205	jpilcher@uwf.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

- Through the development of an Electronic Performance Support System (EPSS), teachers, university faculty, community college faculty, and preservice teachers in Region 1 Critically Low Schools will have access to distance learning technologies that will result in *collaboration and information sharing*, *virtual training*, and *dissemination* of information, ideas, and approaches for teaching and learning in the areas of integrated curriculum, alternative assessment, learning environments, technology, and the curriculum frameworks.

- An Electronic Performance Support System entitled STEPS (Support for Teachers Enhancing Performance in Schools) is being designed to facilitate teachers and preservice teachers in the design and development of instructional lessons, units, and curricula aligned to Florida's Sunshine State Standards.

Description:

STEPS incorporates a lesson builder that serves as the centerpiece of the product. The lesson builder can be used by teachers to create instruction that incorporates the concepts of integrated curriculum, instructional technology, alternative assessment, and learning environments. The unique element of STEPS is that teachers can receive "just-in-time" help in building the instructional lesson through a variety of sources including:

(1) a model lesson, Hobbs Habitat;
(2) a best practices database;
(3) a link to related web sites on the world-wide web;
(4) a link to the Electronic Curriculum Planning Tool; and
(5) a series of tutorials that further reinforce, or instruct teachers on various components of instructional planning.

STEPS components are:

- The Model Lesson, Hobbs Habitat, incorporates a 10 day instructional unit for grades 6 - 8 that models the concepts of curriculum alignment, alternative assessment, instructional technology, and learning environments all related to Florida's Sunshine State Standards.

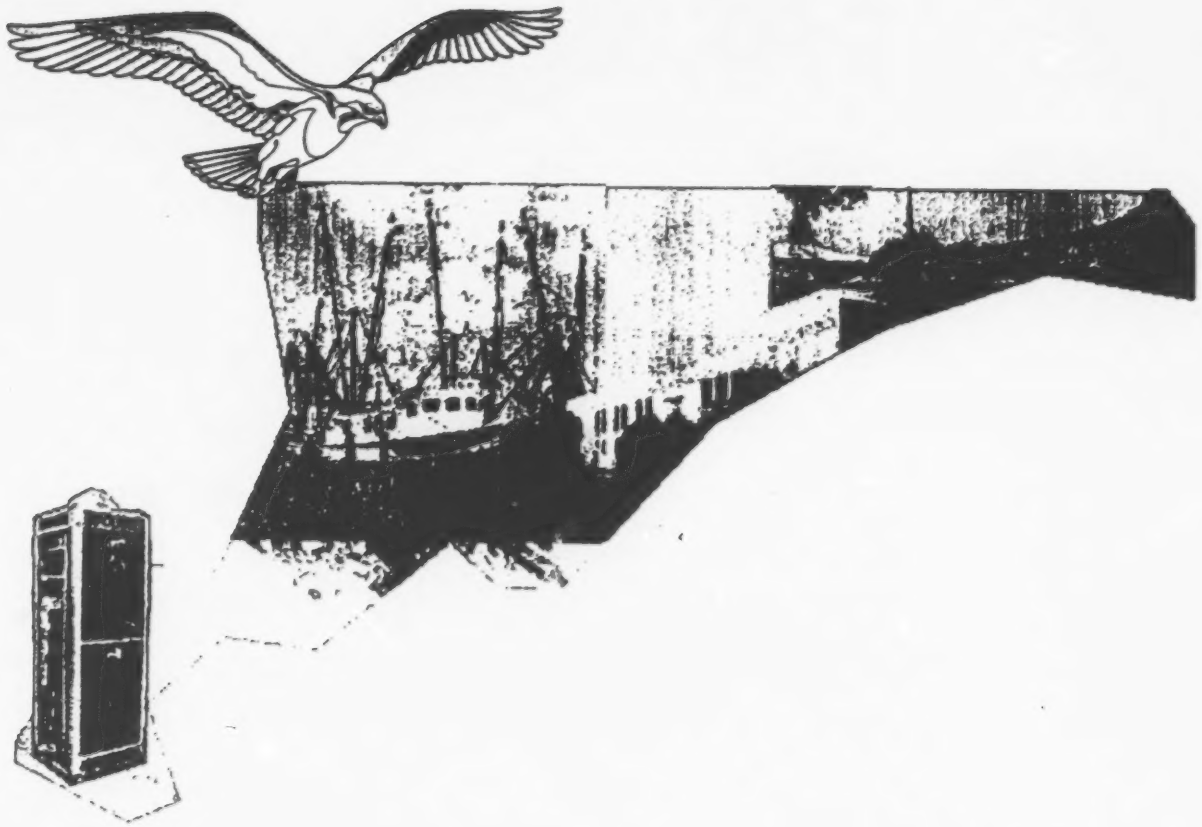
- The Best Practices Database will incorporate best practices in all areas of classroom teaching at the Middle School level within and across the subject areas of Math, Science, Language Arts, and Social Studies and will be aligned with the Florida Sunshine State Standards content area benchmarks.

- **STEPS** will link to other related web sites that are categorized by the seven Florida Sunshine State Standards subject areas.

- The online Tutorial Library will contain over 25 tutorials ranging from several applications of instructional technology use, alternative assessment, learning environments, and integrated curriculum. Teachers will be able to access the Tutorial Library at any point during use of **STEPS**. The instructional technology tutorials are keyed directly to the Accomplished Practices developed by the Education Standards Commission. An additional analysis was conducted comparing the skills taught through the tutorials and the Sunshine State Standards that reflect technology. The tutorials that can be used by teachers to enhance their technology skills prior to integrating the technology skills with students will be keyed by standard/benchmark/subject/grade level to reflect the Sunshine State Standards.

STEPS will be delivered in its final form on the world wide web and through a CD-ROM. Teachers will be able to access **STEPS** in its complete form with all of the web links to sites around the world. Teachers accessing **STEPS** through the CD-ROM will have access to all links and tools with the exception of the web links to other sites (unless we receive permission to place some of the sites on the CD-ROM).

STEPS will be used by teachers to build lessons that align with the Sunshine State Standards. **STEPS** will also be used in preservice teacher education classes to introduce and reinforce concepts of integrating curriculum, integrating instructional technology into the curriculum, classroom assessment, and learning environment. **STEPS** will include a training component for university and community college faculty to assist with the incorporation of **STEPS** in their preservice teacher education classes and subject area classes. Therefore, **STEPS** will be used by teachers, preservice teachers, and university and community college faculty to assist with aligning curriculum to the Sunshine State Standards.



FRANKLIN

π

Region 1 Showcase Information

Program Name PALS formerly called LAPS

School/Agency Franklin County Adult Literacy Program

Address P.O. Box 722
Street
#1 Island Drive, Point Mall

Eastpoint	Franklin	Florida	32328
City	County	State	Zip

Contact Person: Bonnie Segree Literacy Coordinator

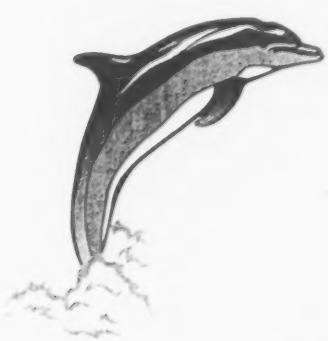
850/670-4481		850/670-4481	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To recruit and match students, who need to increase their basic reading skills, with a trained tutor
To improve life skills and enhance the quality of life for our students.

Description:

The main focus of this program is to provide support and services to students desiring to attain a General Education Development test (GED) or High School Diploma. We are a computer oriented program. Our program is a performance based program. Emphasis will be placed on the recruitment of members of the following groups.

1. Those who read at or below 8th grade level
2. Those under or unemployed
3. Parents or caregivers of at-risk children
4. The incarcerated
5. Those who have never participated in Adult Education Programs or who have dropped out.



OUTCOMES: 75 percent of our students enrolled at 8th grade level will progress at least one grade level within a six month period. This helps the student to see the progress they have made. It also builds self esteem which helps the adult student to continue their studies and achieve their goals.

GADSDEN

Region 1 Showcase Information

Program Name School Wide Reading Initiative (Z.Y.L.A.R.)

School/Agency Gretna Elementary/Gadsden Public School District

Address Route 1, Box 34
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Rosalyn W. Smith

850/856-5249		850/856-9415	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The program was established during the 1995-96 school year as a school-wide reading initiative. The objectives are to:

(1) Increase student achievement and appreciation for reading. Thus, enabling the students of Gretna Elementary school to accomplish the goals of our **1996-97 School Improvement Plan** and **Florida's Blueprint 2000** (Goal 3 - Student Achievement).

(2) Establish an inviting atmosphere which is literature and language-based and conducive to reading and writing.

(3) Encourage students in PreK-5th grades to become life-long readers.

Description:

Gretna Elementary School is a rural community based school located on Highway 90 west in Gretna, Florida. It is one of the seven elementary programs of the Gadsden county Public School District. In 1990, the school was recognized as the first Red Carpet School in the district by the Department of Education. This school, since this recognition, has continued to provide curricular activities which includes its families and community stakeholders. The basics of reading, writing, and math are enhanced with computer technology throughout grades PreK-5th.

Z.Y.L.A.R. (Zip Your Lips And Read) is an ongoing program established to help the students of Gretna elementary School become exposed to a variety of literature styles, increase their reading scores on standardized tests, expose them to various forms of reading materials, and create a life-long love for reading.

A committee was established to create short and long range objectives. The overall focus was to create an atmosphere that was conducive to reading for pleasure. Any type of reading material is acceptable. Each

week a 30 minute time period is allotted for sustained silent reading. Every person on the school campus is expected to read during this time. Flex time in access to the media center allows students to return library

books as they are read instead of waiting for scheduled periods. A mascot was created by the art teacher which now is the reading superhero. He is named ZYLAR - an acronym for Zip Your Lips And Read. Trees are displayed outside each classroom. Each month a new icon is used by the students to display each book as it is read. At the end of the month, each class total is submitted to the School-Wide Reading Coordinator. These totals are recorded for continuous monitoring. At the end of the first semester, an Awards Assembly was held. Individual students and classes were recognized for their outstanding reading. Awards, medallions, pencils, and reading pins were given to any child who had completed 20 books or more for the semester. The total number of books read for the first semester was 1,556. We are challenging the entire school to read a total of 2000 books for the second semester.

Promotional strategies for ZYLAR includes press releases, school television broadcasts, school marquee, school newsletters, flyers, posters, bookmarks, book talks, and peer tutoring.

Supporting materials for the school-wide reading program are fund raisers, donations for community churches, business partners, and a grant funded by Panhandle Area educational Consortium (P.A.E.C.)

Overall, ZYLAR has stressed the priority our school has in emphasizing the importance of reading. Visitors to our campus may find children reading in the school cafeteria after breakfast, during the Before and After School care Program or while riding the bus to and from school. The administration, faculty and staff have selected books as a first priority for student incentives, rewards, and other recognitions.

81

Region 1 Showcase Information

Program Name Elementary Writing Module

School/Agency Havana Accelerated Elementary School

Address 705 U.S. Highway 27 South
Street

Havana	Gadsden	Florida	32333
City	County	State	Zip

Contact Person: Mr. James A. Ray

850/539-6877		850/539-1095	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

1. Improve students' ability to utilize oral and written language for effective communication.
2. Improve student performance on Florida Writes! Assessment.

Description:

Havana Accelerated Elementary, a community-based elementary, is located approximately 16 miles north of Florida's capital, Tallahassee. It is one of seven elementary schools in Gadsden School District. Havana operates on the principals on the Accelerated Schools Project; building on strengths, empowerment coupled with responsibility and unity of purpose. The Elementary Writing Module follows these principals.

The Writing Module was developed in order to facilitate oral and written language growth. Fourth grade students attend the writing lab for forty-five minutes each day. During the sessions, students are emerged in language activities. They hear and read stories, poems and expository pieces. The students also respond to story prompts by making journal entries each day. Once each week, the students have the opportunity to share their writing.

In addition the free-response activities, students are taught how to respond to expository and narrative writing prompts. They are exposed to the construction of the prompts and what components are necessary when responding to the prompts. Students are allowed to plan, draft and revise their responses, based on peer and facilitator feedback. Final drafts are often published in class anthologies.

82

To further simulate the actual Florida Writes! Assessment, Mock Havana Writes! Are held monthly. At this time, students are given a prompt and asked to respond within a forty-five minute period. The prompts are reviewed by the classroom teacher, feedback is given, and they are then filed in the students' portfolios.

At the opening of the second semester, fourth grade students are released from the module and third grade students are enrolled. Their enrollment will ensure optimum performance on the Florida Writes! When they are assessed in the fourth grade. Implementation of the Elementary Writing Module is evidence of Havana Accelerated Elementary's commitment to providing opportunities for students to improve performance through powerful learning experiences.

Region 1 Showcase Information

Program Name Schoolwide Reading Comprehension Initiative

School/Agency Havana Middle School/Gadsden Public School District

Address 110 East 9th Street
Street

Havana	Gadsden	Florida	32333
City	County	State	Zip

Contact Person: Mrs. Bettye P. Chatmon

850/539-6481		850/539-4191	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The program was established at the beginning of the 1997-98 school year as a school-wide reading initiative for grades sixth-eighth. The objectives are to:

1. Increase student achievement in reading comprehension and to accomplish the goals of our 1997-98 School Improvement Plan and Florida's Blueprint 2000 (Goal 3 - Student Achievement).
2. Establish an atmosphere that will effectively maximize the reading process.
3. Encourage students to become interactive readers by utilizing strategic processes that involve the construction of meaning.

Description:

Havana Middle School is a rural community located at 1100 East 9th Avenue in Havana, Florida. It is one of two "true" middle schools in the Gadsden County Public School District. The basics of reading, writing, and math are enhanced with computer technology throughout grades 6-8.

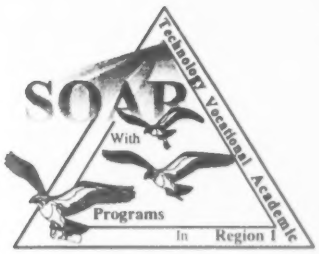
The School-wide Reading Comprehension Initiative is an ongoing program established to help the students of Havana Middle School increase their readiness and achievement in the area of reading comprehension. In addition, strategies employed and implemented in this initiative are designed to prepare students for reading comprehension encountered on standardized tests and establish the foundation for the lifelong habit of reading for pleasure and information.

In conjunction with all content area teachers, the Language Arts Department created a day for reading comprehension to be taught in all content area classes during the first fifteen minutes of class. In these different content area classes, the focus of the first fifteen minutes of class is to teach reading within a specific content area. Specific skills are emphasized on designated days, with assessment of these skills occurring bi-weekly.

Content area teachers utilize their respective expertise in their specific areas to teach reading strategies in grades 6-8. Assessments are generic and all grade levels participate inthe assessment process. Teachers utilize the results of these assessments to strategically enhance future reading comprehension instruction.

Overall, the Reading Comprehension Initiative has proven that emphasis on skills and innovative instruction provide a basis for teaching students to become both confident and successful readers.

Region 1 Showcase Information



Program Name Army Junior Reserve Officer's Training Corp (AJROTC)

School/Agency Havana Northside High School

Address Route 5, Box 1586 * Wester Street
Street

Havana	Gadsden	Florida	32333
City	County	State	Zip

Contact Person: Major Shadrick L. Walker

850/539-6437 x 38			
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The primary goal of the Army Junior ROTC program is to motivate young people to be better citizens. To accomplish this goal, the Program Of Instruction (POI) provide courses such as citizenship, leadership and a number of other courses designed to help cadets succeed in high school and after graduation.

A secondary goal is to prepare high school student cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens.

To provide each cadet with the ability to think logically and to communicate effectively both orally and in writing.

Description:

The JROTC Program is a cooperative effort on the part of the U.S. Army and the host institution to provide secondary school students with opportunities for total development. The course promotes good citizenship and patriotism through character-building activities. Additionally, it provides military instruction that will benefit the student cadet, the community, and our nation. The Junior ROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program may lead to Advance Placement credit in Senior ROTC or advanced rank in the active military, Army Reserve or National Guard.

The Department of the Army designated our Junior Reserve Officers' Training Corps (JROTC) unit here at Havana Northside High School as a Junior ROTC "Honor Unit with Distinction" for School Years 1995-1996, 1996-1997, and again for 1997-1998. The Secretary of the Army stated that the "Honor Unit with Distinction is awarded to Havana Northside High School in recognition of exceptional performance in all areas of the Junior ROTC Program.

The result of our Formal Federal Inspection indicate outstanding effort by the faculty and student cadets of our school. This would not have been possible without tremendous support from the administration, faculty, and family members of our Havana community.

To enroll in the JROTC Program, a student must be 14 years of age, physically qualified under standards prescribed by the Department of the Army, and qualified morally, i.e. applicants for enrollment who have a record of conviction by any civil or military court, for other than minor traffic violations, are not eligible for enrollment in the JROTC unless a waiver is granted by appropriate Army authority.

Region 1 Showcase Information

Program Name Safe & Drug Free Schools (SDFS) Programs (Summer Institute, Red Ribbon Walk & Carnival, & P.M. Enhancement)

School/Agency James A. Shanks High School; C.P. & Stevens Park; Schools & Churches

Address 35 Martin Luther King, Jr. Blvd.
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Judge Helms

850/875-8757		850/875-8749	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Activities to help prevent Alcohol, Tobacco & Other Drugs (ATOD) and violence for grades K-12 in Gadsden District.

Description:

Summer Institute:

Students in grades 6-12 attended a one week Summer Institute for enrichment activities. These topics included: CPR; health issues; drug and violence prevention; DARE; GREAT; Students Against Drunk Driving (SADD); Self-esteem; AIDS awareness; and Education Now and Babies Later (ENABL).

Approximate cost: $10,800.00 (Teacher salary, student transportation, materials and supplies, and consultant expenses).

Red Ribbon Walk and Carnival:

A Red Ribbon Walk and Carnival was held on Saturday, October 26, 1996. Students and community were involved in the walk, and participated in carnival activities which included rides, refreshments, games, booths, speakers, clowns, magicians and other special entertainment. T-shirts were donated by the City of Quincy. The emphasis was to reduce violence and ATOD use.

Approximate cost: $9,500.00 (Rental of rides, materials and supplies, T-shirts, speakers, refreshment. etc.).

P.M. Enhancement:

Teachers taught volunteer students after school for two hours per week. Topics included: ATOD prevention; violence prevention; self-esteem; motivation; health issues; CPR, ENABL (Education Now and Babies later) and study skills.

Approximate cost: $14,400.00 (Teacher and bus driver salary; materials and supplies; consultants; travel expenses.)

Region 1 Showcase Information

Program Name Gadsden County District-Wide Parent Involvement Services

School/Agency Gadsden County School Board

Address 35 Martin Luther King, Jr. Blvd.
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Ms. Audrey Lewis, Community Relations/Parent Services Coordinator

850/627-9651	288-1212	850/627-2760	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

- The parent involvement program will coordinate resources and provide technical assistance to all parent committees of schools and special programs.
- Assist school advisory councils with the development, implementation, and evaluation of parent services as stated in their school improvement plan.
- Assist special programs and Parent-Teacher-Student Organizations (**PTSO**) in the planning and co-sponsoring of meetings for parents.
- Provide support to help parents gain knowledge about educational issues, policies, materials, and resources. (**PARENT RESOURCE CENTER**)

Description:

The District Parent Involvement Services Program will **INTEGRATE AND COORDINATE ALL** parent involvement services and activities according to the identified goals of each school improvement plan for: Basic Education, Title 1, Bilingual, Exceptional student education, Pre-K Programs (Head Start, Pre-K Early Intervention Program, Exception Student Education and Title I).

District-level support staff will serve as a communication link between district activities, schools, and community/agency parent activities. This support will help schools develop meaningful partnerships with parents by incorporating workshops and training for employees on how to build better parent/professional partnerships.

Strategies will include:

- Each school will establish a Parental/Community Committee or Parent Cadre which will consist of a teacher, parent, social worker and student of Exceptional student education, Basic Education, ESOL/Bilingual Education, and Pre-K (Head Start, Title I, PIP, or ESE). (This committee will develop a Family Involvement Plan for their school to reflect objectives as stated in the school improvement plan - **GOAL & FAMILY INVOLVEMENT**).
- Provide WORKSHOPS AND TRAININGS to include critical topics:
  - assisting schools in creating climates that are open, helpful and friendly,
  - communicating early and frequently with parents about school policies and programs.
  - treating parents as partners in the educational process,
  - encouraging parents to give their input on school policies and to share in the decision-making process.

(Special emphasis will focus on parents who work outside the home, single parents, divorced parents, and culturally diverse families, and increase volunteer participation from parents and other members of the community).

- Expand the Pre-K Parent resource Center to include materials for all parents of Pre-K students.
- Monitor and conduct periodic surveys of parent participation and involvement in the educational process at each school.

Develop a Parent Information Guide/Handbook for schools to distribute to parents to include pertinent phone numbers, contact persons, and other resources.

Outcomes/Evaluation The District-Wide Parental Involvement Program will facilitate the implementation of the "Different Levels of Parental Involvement" model (DLOPI), to help schools successfully tract the percentage of involvement of parents in the education of their children and the school.

PARENTAL INVOLVEMENT

DEFINE: ***What is parental involvement?*** *Educators are viewing parents as necessary allies in the educational process. A variety of questions need to be raised and answered (e.g. What is a true definition of parental involvement? Are there different levels of parental involvement? What constitutes a "good parental involvement program for a school district? What are the factors that affect parent involvement?)*

The following is an attempt to categorize different levels of parental involvement.

As a parent/guardian, I will:

LEVEL ONE

- see that my child attends school regularly and on time;
- equip my child with the necessary supplies for school;
- provide the school with current demographic information;
- provide a home environment that encourages my child to learn; and
- encourage positive feelings about school.

LEVEL TWO

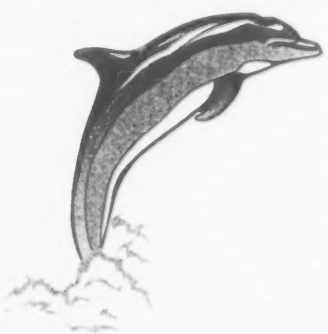
- meet my child's teacher;
- communicate regularly with my child's teachers by phone/letters;
- talk with my child about his/her school activities every day;
- encourage my child's efforts and be available for questions;
- insist that all homework assignments are completed;
- provide a quiet, well-lighted place for study; and
- support the school in developing positive behaviors for my child.

LEVEL THREE

- encourage my child to read at home and to monitor his/her TV viewing;
- read with my child and let my child see me read
- provide a library card for my child
- provide tutorial assistance for my child if needed;
- stay aware of what my child is learning; and
- sign and return all papers to the school.

LEVEL FOUR

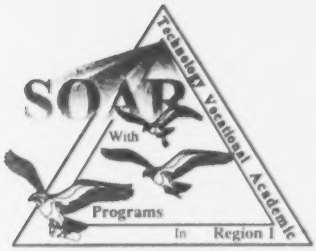
- visit my child's classroom;
- maintain regular contact with teachers;
- volunteer in my child's classroom or in another needed area at school;
- volunteer to assist on field trips;
- send materials, supplies or other items to assist the teacher with an activity;
- attend at least a minimum of (3) parent-teacher-student organization (PTSO) meetings a year;
- help and become involved with the planning of school activities and fund raisers;
- attend school activities, programs and fund raisers; and
- attend parent-teacher conferences.



LEVEL FIVE

- become an officer of the PTSO or school advisory committee;
- attend meetings and participate in the decision making process;
- attend trainings and workshops;
- train other parents and share information with them and others;
- become knowledgeable of current educational laws and the legal system;
- maintain contact with law makers to help ensure the best education for all children;
- form parent-teacher support groups;
- maintain an open line of communication between the school and the community; and
- become a business partner if I own my own business or encourage my place of employment to support my child's school.

Region 1 Showcase Information



Program Name Gadsden Technical Institute

School/Agency Gadsden County School District

Address 201 Martin Luther King Jr. Blvd.
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Mrs. Sharon Elias

850/875-TECH (8324)		850/627-5301	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To provide community educational programs for students as well as adults who wish to receive a high school diploma with specialization in a vocational area.
(2) To improve student academic achievement and performance on various assessments as prescribed by the state and school district.
(3) To increase program awareness and visibility between the school and the business sector in order to enhance job placement opportunities for students upon completion of their program of studies.

Description:

Originally established for part-time students in grades 10-12 who were interested in vocational skills, the school became a comprehensive high school in 1995, and changed its name to Gadsden Technical Institute. This name change reflected the school's renewed commitment to providing technical courses and training for high school and adult residents of Gadsden County.

All students attending vocational courses at Gadsden Technical Institute (GTI) attend the SAIL (System for Applied Individual Learning) lab for testing. Testing is either academically (TABE) or vocationally (Apticom, SAGE) oriented, and is both an assessment of tool, and a means of defining students' preferred skill area. The SAIL lab also includes an instructional system (Skills Bank) designed to strengthen students' academic skills.

GTI offers a unique opportunity for adult single parents to return to school through CHOICES (Choosing Higher Options in Career & Education Selection). Funded by federal resources, this program recruits single parents to return to school for training in high wage areas. Two GTI single parents recently won statewide equity recognition for their success in programs non-traditional to their gender, and represent a growing number of single moms who are having to look at realistic options in light of welfare reform. CHOICES not only recruits students to attend school, but will assist with tuition, day care, initiate referrals to social service, provide internship experiences, and assist with job placement.

To keep pace with vocational training needs and the current labor market demands, two new vocational offerings (LPN, Electronics) and day-time GED classes were added to the school's curriculum this year. These additions have opened the door for business partnerships in the community, and will represent yet another aspect of GTI's school to work program.

What promotional strategies were used?

The school implemented a recruitment program that entailed visiting all senior high schools and showcasing the program offerings of the institute. Elementary and Middle schools in the county also had presentations titled "Girls Can", specifically aimed at creating interest in careers non-traditional to gender, and encouraging students to develop skills in the areas of mathematics and science.

What supporting materials are used?

Among the sources of funding are Carl Perkins grants, local mini-grants. Computers and software were purchased using Technology Incentive Grant dollars from the State of Florida.

Region 1 Showcase Information

Program Name Job Find

School/Agency Gadsden Adult and Community Education Center

Address 500 West King Street
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Alison Burns-Williams

850/627-6775			
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The Job find program helps public assistance recipients develop the knowledge, skills and attitudes necessary to find and maintain gainful and satisfying employment.

Description:

Job Find is collaboration between the Gadsden Adult and Community Education Center, WAGES (formerly Project Independence) and the Florida Department of Labor, Division of Jobs and Benefits. The three day workshop consists of three distinct but interrelated components: Jobs Readiness, Job Search and Job Maintenance. Participants are all public assistance Recipients who are slated to lose their government benefits. They are required to participate in 40 hours of formal job search instruction. Job Find kicks off this process.

The Job Readiness component builds the foundation on which the rest of the workshop rests. It focuses on developing participants' self awareness about their skills, interests, values and attitudes and on building their comfort level when sharing this information with others. Participants leave this component with a realistic plan of action for finding a job that is right for them and for overcoming any barriers or obstacles they are likely to encounter. The Job Search component gives participants the skills they need to conduct a successful job search including: the most effective ways to locate jobs and potential employers, how to make a good first impression, appropriate telephone contact techniques and the importance of completing applications appropriately. Finally, the Job Maintenance component addresses the keys to successfully retaining a job once it has been acquired. Issues related to effective communication and conflict resolution, promptness, neatness and positive attitudes are addressed.

GADSDEN ADULT AND COMMUNITY EDUCATION
JOB FIND PROGRAM

GOAL: Participants will develop the knowledge, skills and attitudes necessary to find and maintain gainful and satisfying employment within six months of completing the program.

COMPONENT I: JOB READINESS

Participants will:

Objective 1 recognize the economic, social and emotional benefits of work;
Objective 2 understand the emotional stages of loss and how to deal constructively with change;
Objective 3 identify effective ways to prevent stress;
Objective 4 understand the importance of knowing your skills and being able to talk about them and acquire the vocabulary necessary to do so;
Objective 5 identify their job specific, transferable and adaptable skills;
Objective 6 identify their interest areas based on the Dictionary of Occupational Titles;
Objective 7 identify their work related values;
Objective 8 complete a written review of their work history;
Objective 9 become familiar with career related resources such as the Dictionary of Occupational Titles and the Guide to Occupational Exploration;
Objective 10 understand the local labor market and the skills and qualities that employers are looking for;
Objective 11 select at least one job goal based on their skills, interest, values as well as labor market information; and
Objective 12 develop a realistic action plan for achieving their job goals.

COMPONENT II: JOB SEARCH

Participants will:

Objective 1 develop confidence in talking about their work related skills and experiences;
Objective 2 be able to conduct an effective job search using newspapers, Jobs Service of Florida and networking with friends and relatives;
Objective 3 successfully complete a State of Florida employment Application;
Objective 4 demonstrate their ability to initiate successful phone contacts;
Objective 5 develop a list of contacts with the potential to help them in their job search;
Objective 6 understand the importance of making a good first impression;
Objective 7 understand the fundamentals of interviewing including responses to commonly asked questions, they are applying for;
Objective 8 gain confidence interviewing through role playing; and
Objective 9 understand how to follow up after an interview.

COMPONENT III: JOB MAINTENANCE

Participants will:

Objective 1 understand the importance of good communication on the job;
Objective 2 understand effective ways of solving problems and dealing with conflict on the job;
Objective 3 understand the importance of being a good company representative;
Objective 4 understand the importance of punctuality, responsibility and other good worker traits;
Objective 5 develop an effective plan to meet their child care and transportation needs; and
Objective 6 identify their job maintenance weaknesses based on past jobs and develop strategies for overcoming them.

Region 1 Showcase Information

Program Name Migrant Even Start

School/Agency Gadsden Adult & Community Education Program

Address 500 West King Street
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Katie Dufford

850/875-1114		850/627-2760	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

Description:

Gadsden Migrant Even Start is a family literacy program targeted to the migrant population that follow the eastern migrant stream which leads them to Quincy twice a year in May and in October for the tomato harvest. In addition to current migrant families, Migrant Even Start also serves former migrant families who have settled in the area for more permanent residence and employment. The mission of Migrant Even Start is to serve migrant families by ensuring the education of the children as well as their parents. Furthermore, we try to support the families by providing social services such as assistance with employment, housing, health, transportation, and immigration. Since 1994, Migrant Even Start has provided adult education, parenting and child enrichment services to over 65 families.

96

Region 1 Showcase Information

Program Name Workforce Gadsden

School/Agency Gadsden Adult & Community Education Program

Address 500 West King Street
Street

Quincy	Gadsden	Florida	32351
City	County	State	Zip

Contact Person: Alison Burns-Williams

850/627-6775		850/627-2760	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

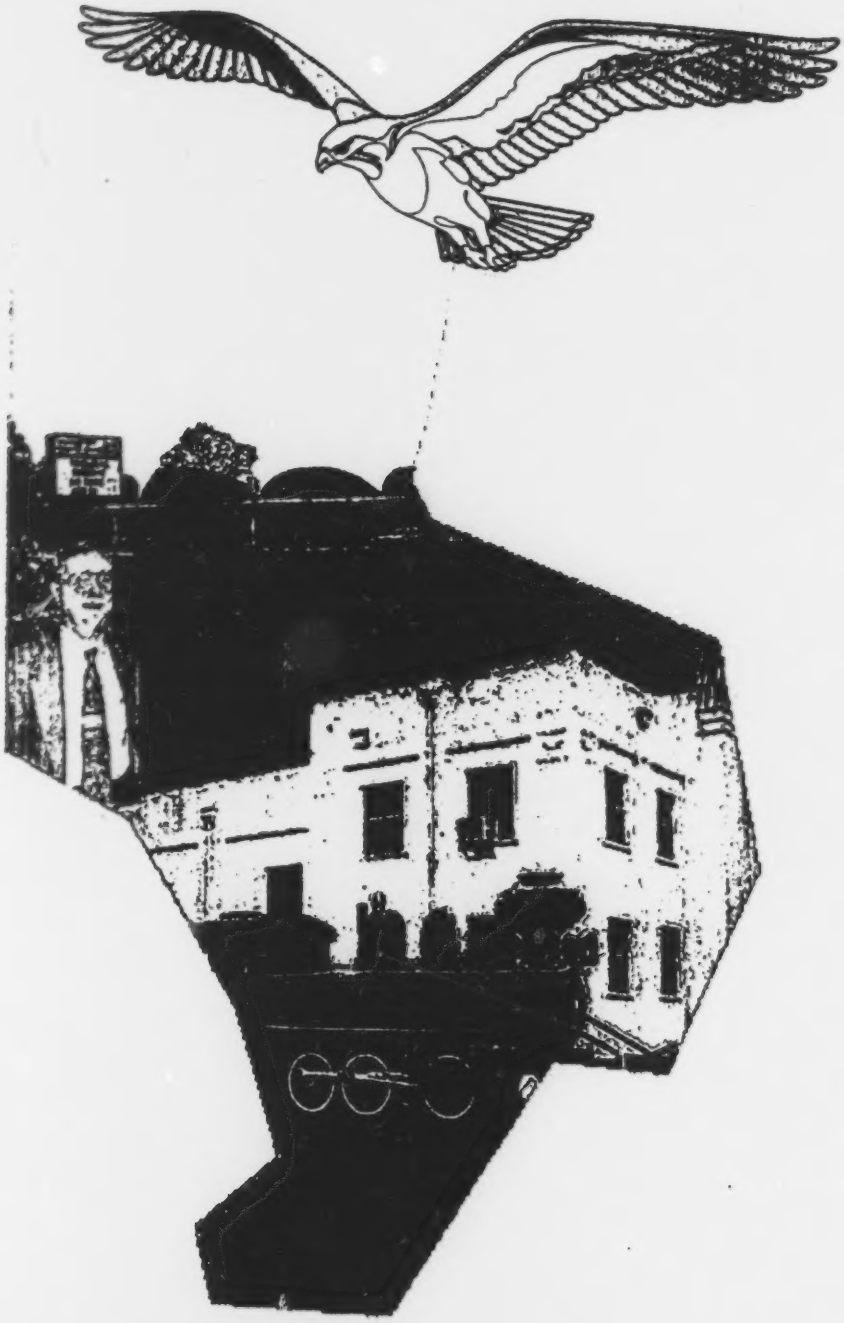
Description:

The Gadsden Adult & Community Education Program has teamed up with the Chamber of Commerce in an effort to address and assess the educational needs of our county's workplace. "Workforce Gadsden" is a current initiative between business and education designed to establish basic skills training an GED classes in the workplace. This helps employers and employees by increasing the worker's skill level, while at the same time taking advantage of the convenience and relevance of the work environment. Instruction is customized to use materials and situations specific to a particular job.

The labor market in Gadsden County is rapidly moving towards manufacturing, services, and government industries. These sectors will require more advanced job performance skills than the agricultural and forestry based employment of the past. This creates an obvious need to support our workforce by investing in training.

An Advisory Council composed of representatives from the Gadsden County Chamber of Commerce, participating businesses and local governments, the Gadsden County Schools, and Literacy Volunteers of America (Gadsden County) was organized. The Adult Education Center looks to the council for input on: 1) identifying the training and education needs of local businesses, government agencies, employers, and employees; 2) recommending approaches to meet these needs; and 3) evaluating the progress of the Workforce Education Program.

The Gadsden Adult & Community Education Center is playing a vital role in creating valuable linkage between education and the business community.



G ULF

Region 1 Showcase Information

Program Name Gulf County Girl Power

School/Agency Port St. Joe and Wewahitchka Middle Schools

Address 191 Middle School Road
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Sara Joe Wooten

850/639-2228		850/639-5394	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To acquaint middle school girls with non-traditional, high-wage occupations.

Description:

The Gulf County Girl Power program includes Middle School girls (ages 12-14) from the two middle schools in our county. Anyone who applied was accepted in the program which started in May of 1997. Interest inventories were completed by participants before school ended in May. Based on the interest inventories, a summer comp was planned for June 9-13. A combination of field trips and classroom speakers was presented to 19 girls. The women who spoke included Job Training Partnership Act (JTPA) staff, archaeologists, an environmentalist, a news reporter, a pediatrician, a nurse, a dental hygienist, an attorney, correctional officers, an Air Force flight instructor, and a fire fighter.

The program has continued into the 1997-98 school year. Field trips including the Florida Supreme Court, the Capitol, and a tour of the Tallahassee Democrat.

The program will conclude in the late spring of this year with Girl Power participants successfully completing a 4 year plan for high school and registering for 9th grade. We plan to begin the year's cycle again with a new group of girls.

Region 1 Showcase Information

Program Name Applied Communications/School-To-Work Initiative

School/Agency Port St. Joe High School Language Arts Department

Address 100 Shark Drive
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Lewana D. Patterson

850/229-8251		850/227-1803	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The Applied Communications/School-To-Work Initiative is designed to assess the aptitudes and interests of our students and to develop career-oriented instruction based on the Sunshine State Standards. It provides school-based activities to enhance student readiness for immediate gainful employment, post-secondary education, or a combination of work and further education.

Description:

The Port St. Joe High School Language Arts Department serves approximately 400 students in grades 9-12. The Applied Communications/School-To-Work Initiative has objectives and planned outcomes aimed at offering every student the opportunity to connect school studies with work skills and workplace experiences.

Language Arts Department efforts include:

1. Professional planning time for each teacher to incorporate Applied Communications and School-To-Work Initiatives into syllabi and lesson plans.
2. Career research papers/ ninth grade.
3. ASVAB scores interpreted and used to determine career choices during students' junior year.
4. Students' writing portfolios (kept from grades 9-12) which include resumes that are updated each year.
5. Practice in filling out job applications/juniors and seniors write essays for college entrance and letters of inquiry about job positions.
6. In-class time spent on role playing and problem solving in the workplace.
7. Writers Inc. School To Work, a student handbook, used in all classes.
8. ENC 1101, a dual enrollment class, taught to those who qualify.
9. Department members are planning for Classroom Career Day/ one entire day to be spent having local business men and women address the language arts classes to relate the particular skills needed in their careers to the skills being taught in the English classes.

Other school efforts include:

1. Ninth grade 4 year plans.
2. Senior surveys/career and college choices.
3. Career Research classes taught in Social Studies Department.
4. ASVAB administered to all juniors.
5. Choices program available to all students.
6. DCT has been a part of the curriculum for many years.
7. Applied mathematics classes.
8. Free Enterprise Day - students visit local businesses/job shadowing.
9. Cole/Career Day - community colleges, vo-tech schools and universities send representatives who set up displays, hand out information packets and answer students questions. Other area high schools are invited.
10. AHEC, Area Health Education Cooperative, sends speakers each year to speak to students about careers in the health field.
11. Military personnel speak to advanced math and science students about various careers in math and science, military and civilian.
12. Plans are being made for a Classroom Career Day - one dat in which each class will have a local business person relate his or her career skills to skills learned in the particular class being addressed.
13. Field trips to Haney Vo-Tech and Gulf Coast Community College.
14. Dual enrolled English, math, chemistry, vocational classes.

Region 1 Showcase Information

Program Name Career Development Practices

School/Agency Port St. Joe High School

Address 100 Shark Drive
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Heather Rish

850/229-8251		850/227-1803	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide activities for students to share some of themselves and their experiences to their peers in an nonthreatening way. Activities that develop communication skills and how to present one's point of view are both very important in the work place.

Description:

9th-11th GRADES

***Coat of Arms**

Students are to follow the instructions below, placing the drawings, symbols, phrases, etc. onto a large "shield." This shield will be made by the students' own specifications. As a follow-up, students share their shields, explaining the significance of the drawings, symbols, and words.

1. Draw two things you do well.
2. Draw the place you feel most at home.
3. What is something about which you would never budge?
4. What is something you are striving to become?
5. What is one thing you want to accomplish by the time you are 65?
6. What is a personal motto you live by?

12th GRADE

***Pilgrim Portraits**

During the introduction of Chaucer's "Prologue," I read the beginning aloud up through the part mentioning the knight. I then draw a picture of the knight, using symbolic representations and as many details as possible. I also add quotes to my drawing which explain my sketch. For example, I supply him with a large heart, a boy scout's badge, and an innocent smile for his "Truth, honor, generousness, and courtesy." I add to my knight a dingy suit of clothes and a bloody sword because he "always killed his man" and "wore a fustian tunic stained and dark/With smudges where his armor had lift mark." Students understand that the representations of the pilgrim is important, and NOT the drawing itself (due to my lack of artistic ability!).

I then break the class up into groups, assigning each group one or more pilgrim (class size determines this, of course). Each group is to read the lines dealing with its pilgrim(s) and draw a "portrait" as I did. In doing this activity, students learn several career development skills:

Participating in groups,
Presenting your point of view,
Communicating with co-workers,
Gathering and using information -- just to name a few!!

Region 1 Showcase Information

Program Name Chaucer's Pilgrims and Career Development Practices

School/Agency Port St. Joe High School

Address 100 Shark Drive
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Lewana D. Patterson

850/229-8251		850/227-1803	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

Description:

Students in any twelfth grade English class work in groups to make an in-depth study of Chaucer's pilgrims, discussing their character traits, the positions they hold in society, the jobs they are currently holding, and their ethics.

INSTRUCTIONAL ACTIVITIES:

The first assignment is for the group to write a character analysis of their pilgrim, including character traits and physical description/ they are encouraged to sketch the pilgrim. Students must then write a resume for the pilgrim, including personal data, job objective (the job the pilgrim wants --- the students can either have the pilgrim apply for a job he is currently holding or a different job that they feel their pilgrim is better suited,) work experience, education, other experiences and achievements. The next part of the assignment is to discuss the pilgrim's workplace ethics in terms of responsibility, confidence, social skills, self-management skills and honesty. (Workplace ethics is a big part of this assignment since so many of Chaucer's characters are openly dishonest. Students have much to think about and debate.)

MATERIALS AND RESOURCES:

Any English literature book
Writers Inc. School To Work student handbook (for resume format)

Region 1 Showcase Information

Program Name Creating an Advertising Campaign

School/Agency Port St. Joe High School

Address 100 Shark Drive
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Pat Lowrey

850/229-8251		850/227-1803	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To promote Applied Technology and School-to-Work learning in the classroom.

Description:

SUBJECT/PROGRAM AREA(S): English
Introduction to Computers
Television Production

Students in English class worked in groups to create an advertising campaign for their imaginary public relations company, NuLife, Incorporated. The American Medical Association had paid the firm a large sum to create a campaign to educate the American public on the dangers of unprotected exposure to the sun and the importance of using sunscreen. Students used computer technology to produce the brochure and involved T.V. Production students to video the "infomercial."

INSTRUCTIONAL ACTIVITIES:

The advertising groups had to produce the following: a 60-second television public service "informercial" about the dangers of sun exposure/use of sunscreen; a brochure (bifold or trifold) to educate the public on the dangers of not using sunscreen; and, a graphic to be used by speakers of the AMA in giving presentations on sun exposure and sunscreen use.

MATERIALS AND RESOURCES:

Magazine photography
Student artwork
Booklet entitled "How to Stay Safe in the sun"
Work processor/computer program
Markers, tempera paint
Model of a brochure
Video

COMMENTS:

This project was an excellent way to meet the strands, standards, and benchmarks of the Sunshine State Standards as well as to promote Applied Technology and School-To-Work learning in the classroom. The students enjoyed doing a group project of this magnitude.

Region 1 Showcase Information

Program Name Emerging Technology in Business

School/Agency Port St. Joe High School

Address 100 Shark Drive
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Martha Weimorts

850/229-8251		850/227-1803	Weimorm@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: After completing Emerging Technology in Business, a student should have attained a basic understanding of the microcomputer by demonstrating skill using peripheral equipment and the software packages **Microsoft Works**, **Quattro Pro, Power-Point**, and **HyperStudio**. The student will demonstrate a basic understanding of the **Internet** and the telecommunications process. Students will also use **Web Workshop** to develop **World Wide Web** pages.

Description:

This course is designed to teach emerging technology and the effects of its application on society. The content will include, but not be limited to:

- Electronic research methods
- Business communications including:
  - Speaking
  - Listening
  - Writing
  - Telecommunicating
- Multimedia presentation skills
- Ethical considerations related to technology
- Emerging technologies affecting business

Emerging Technology in Business was offered in the Course Code Directory for the first time in 1996-97. Port St. Joe High School was the first school in the state to offer the course. At the time that the course was offered, no texts or materials had been adopted. After conferring with the DOE, it was decided that Port St. Joe High School would use existing software such as **Microsoft Works**, **Quattro Pro** and **Netscape** and purchase **PowerPoint**, **HyperStudio** and **Web Workshop** to teach the standards for the course.

Region 1 Showcase Information

Program Name English

School/Agency Port St. Joe High School

Address 100 Shark Drive
Street

Port St. Joe	Gulf	Florida	32456
City	County	State	Zip

Contact Person: Donna Fettinger

850/227-8251		850/227-1803	
Telephone #:	SünCom #:	FAX #:	E-Mail Address

Program Objectives: Help reinforce the importance of clear communication.

Description:

The students will study the chapter "Writing on the Job" in the School to Work handbook.

1. After discussing telephone etiquette, students will role-play a conversation on the phone as business owner and customer and will write a correct phone message.

2. After discussing writing on the job, students will divide into small groups and choose the name of a business and design a log for it. Then they will write memos to each other using standard forms with their logos on their papers.

MATERIALS AND RESOURCES

School to Work handbook
telephones
paper, pen, colored markers

Region 1 Showcase Information

Program Name CAP (Career Awareness Program)

School/Agency Wewahitchka High School

Address 754 East River Road
Street

Wewahitchka	Gulf	Florida	32465
City	County	State	Zip

Contact Person: Grady Booth

850/639-2228		850/639-5394	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

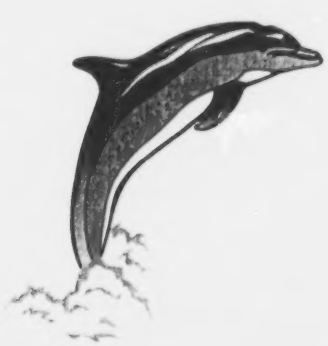
Program Objectives: To provide all students the opportunity to shadow a career of their choice during their junior and senior years of high school.

Description:

Teacher mentors are established and students who are interested in participating in CAP pick up an application from a mentor. The application must be returned to the mentor by a deadline. The completed applications are returned to the coordinator. The coordinator then gives all the teachers of the applicants a recommendation form. In order to participate in the shadowing program, a student must demonstrate responsibility, good behavior and the academic ability which will allow him/her to miss class for two days.

The students who are accepted then meet with the coordinator to receive the name and phone number of the person the student will shadow. It is the student's responsibility to establish the days to shadow and to glean other pertinent information such as working hours, dress code, responsibilities, etc.

The coordinator makes a preliminary visit to ensure the welfare and safety of each student by sharing what is expected of the mentor. After the shadowing has taken place the student completes a narrative for his/her mentor for which a grade is given and gives a copy to the coordinator.



A follow-up survey is given to the student and the mentor to be completed and returned to the coordinator. Without exception, both the students and the mentors feel this experience is a great learning experience for all involved.

Region 1 Showcase Information

Program Name Exploring Careers through Television

School/Agency Wewahitchka High School

Address 754 East River Road
Street

Wewahitchka	Gulf	Florida	32465
City	County	State	Zip

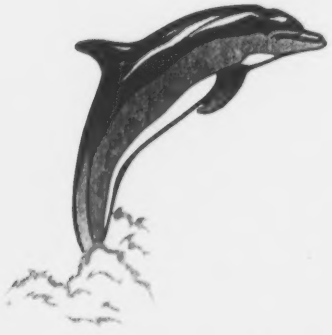
Contact Person: Tim Hammon

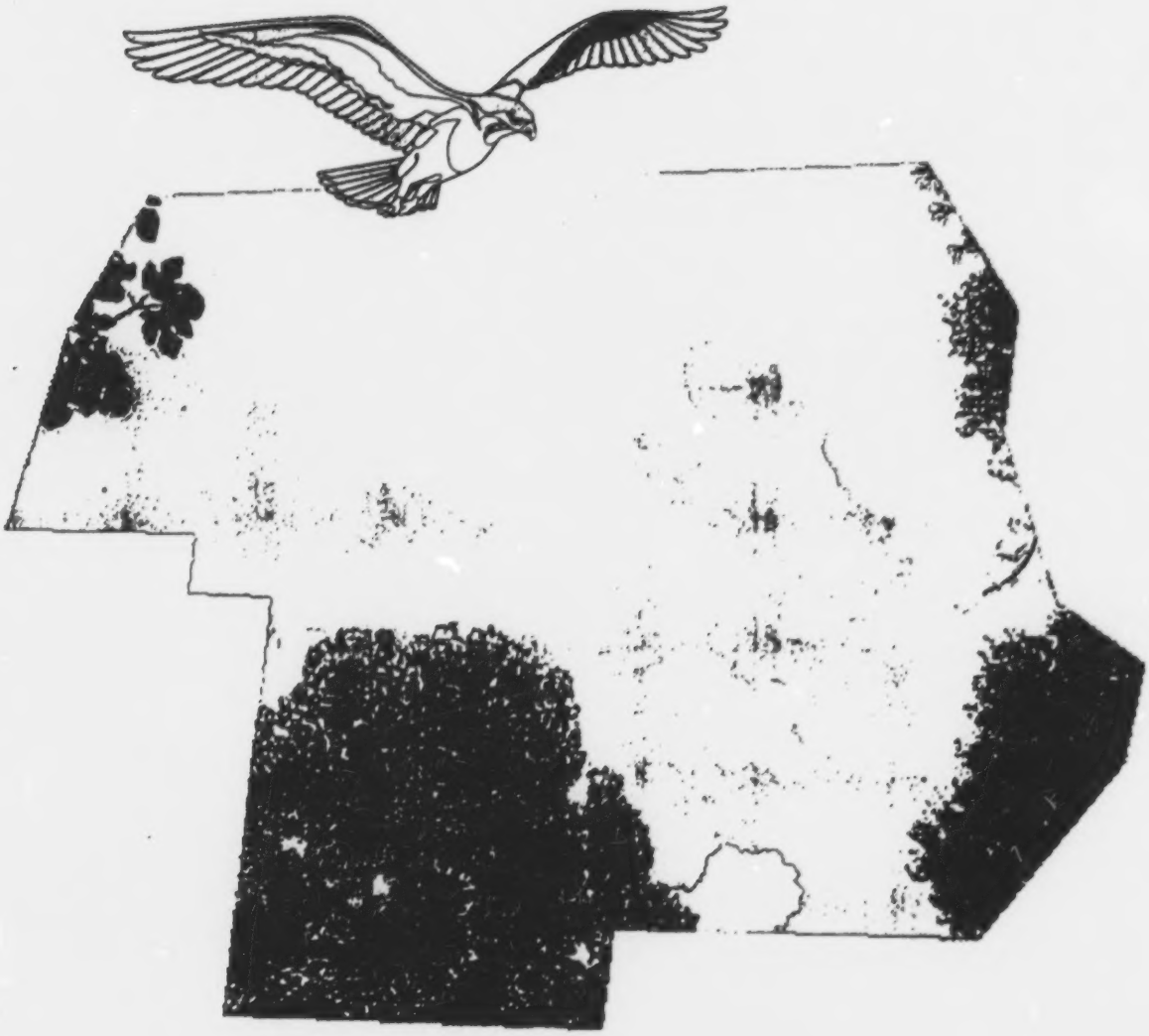
850/639-2228		850/639-5394	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide opportunities for students to explore various careers.

Description:

This project was developed for students in TV Productions I-IV. Students contract to complete a School-To-Work project which focuses on a career of their choice, requires teamwork, and terminates in a videoed interview to be shared with the student body. It is the responsibility of each team to select a career, make contact with the interviewee, make an appointment for the interview; develop dialogue, prepare the camera, lights, microphones; complete the interview, edit and show on closed circuit TV at Wewahitchka High School.





JACKSON

Region 1 Showcase Information

Program Name Vocational Agriculture

School/Agency Grand Ridge

Address 6925 Florida Street
Street

Grand Ridge	Jackson	Florida	32442
City	County	State	Zip

Contact Person: Phyllis T. Daniels

850/482-9835		850/482-9836	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide students with practical skills that will enable them to find School-to-Work employment.

Description:

To practically incorporate small power tool skills, we build small wood projects. During the fall season we cut landscape timbers in 3 different heights: 6", 7" and 8", painted them orange, drilled a hole in the top, inserted a short dowel and placed artificial flowers and acorns on top and called them pumpkins. We sold them for $8.00 a set. Just prior to Christmas we cut Christmas trees out of 1" x 8" x 4' lumber and drilled holes in them to hold a 50 light set. We put a star and a bow at the top and sold them for $15.00. So far, projects have served to build confidence, foster skills and teach financial responsibility.

Region 1 Showcase Information

Program Name Business Education (with Macintosh Computers)

School/Agency Marianna Middle School

Address 4144 South Street
Street

Marianna	Jackson	Florida	32448
City	County	State	Zip

Contact Person: Karen Hughes

850/482-9606		850/482-9795	hughesk@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To teach students how to use a database and how to look up information on the Internet.

Description:

We did a joint project with the 8th grade classes when they studied the Holocaust. The 8th graders learned about the historical aspects and they read literature written by the victims and about that time period in History and English classes. In the computer lab we looked up an Internet site which listed some children who lived in Europe during that time period. We found out their names, home country, age and whether they were taken to a concentration camp. We also were able to determine whether they survived. Each student had one child to look up. We then made a database of the information.

Region 1 Showcase Information

Program Name Technology Studies

School/Agency Marianna High School

Address 2979 Daniel Street
Street

Marianna	Jackson	Florida	32446
City	County	State	Zip

Contact Person: Mrs. Jean Gause, Technology Teacher & Mrs. Pam Bondurant, Science Teacher

850/482-5312			Gausej@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: This program was established to teach technology to students at Marianna High School. Its objectives include: Integrating science and technology using multimedia software and hardware.

Description:

In 1993, the science teachers at Marianna High School wrote a proposal for the new construction and equipping of a Science and Technology Education laboratory. The grant was approved and construction was completed in 1995. One side houses the technology while the other is a science lab. In the technology area the following modules are taught: bio-technology, high school biology, applied physics, health care, video-editing, laser applications, logos, multimedia desk-top publishing, virtual reality, 3-D Studio, Internet and MIDI music. A large screen projection system and seating area is available to show videos and presentations using the computers. The science side of the laboratory includes binocular, oil immersion microscopes, spectrophotometers, an air track, electronic balances, and autoclaves.

Welcome to Technology at Marianna High School

Part of the stipulation for receiving this grant was that MHS would integrate technology in all subject areas. In order to do this, the science and technology teachers met in the summer to plan Technology Learning Activities (TLA's). The first step was to decide on a theme. Merritt's Mill Pond was chosen because the pond had been in the news due to problems with the dam and hydrilla. Technology Learning Activities samples were gathered for each department so teachers would have an idea of what was expected of them. A date was chosen on when these activities were to take place.

During pre-planning teachers were invited to an open house of the technology lab and shown a PowerPoint presentation on what a TLA was and how to implement them in their classroom. Teachers were then divided into groups by subject matter and shown how to write TLA's Each teacher was required to write a technology learning activity centered around Merritt's Mill Pond for the week of October 21-25, 1996. Listed below are just a small sample of the TLA's that took place at Marianna High School during Mill Pond Week.

Science: You are a biologist specializing in limnology*. You have been hired to measure the oxygen levels in the Mill Pond over a period of one year. Organize the data as listed using the Excel program to show the relationship that exists between temperature and dissolved oxygen. (Students used the technology labs computer to do this.)

English: You are a famous poet. Write a poem about the Mill Pond. Then using the snappy camera and word design a page for a book. (Students used the technology lab to type their poems and the technology students helped them to import pictures for their book.)

Math: You are a biologist. Write a relation (set) of ordered pairs in which the domain consists of the number of fish caught on a particular day and the range consists of the number of pounds each fish weighs. Graph the relationship in a coordinate plane. (The program Excel was used to graph.)

Music Dept: You belong to a RAP group. Create a tape for a commercial to promote Merritt's Mill Pond. Use sounds heard at the Mill Pond. (Technology students taped the music and used the MIDI module.)

Home Economics: You work for the County extension Office. Plan a menu using food sources from Merritt's Mill Pond. (Technology students took the recipes and designed placemats using desktop publishing software and the Snappy camera. Technology students also looked up fish recipes and meal planning on the Internet. The placemats were used in the lunch room on Friday.)

DCT Department: You work for a graphics designer. Design logos for businesses along the Mill Pond using PowerPoint. (Technology students made a video tape showing students working and the finished designs.)

Technology: You work in the advertising field. Create a brochure on Merritt's Mill Pond to give to prospective tourists. (Use Publish IT or Aldus to design the brochure.)

Outcomes: One of the benefits of having these school wide Technology Learning Activities was a new feeling of cooperation between teachers of different subjects. This "team teaching" allowed teachers who were not comfortable with technology to be exposed to it and to begin to feel better about using it in their classroom. Students who had never been in the technology lab were able to see and use the equipment. Through the use of field trips, speakers, video tapes and slides, students improved their awareness of careers. **The overall outcome of the TLA's was that teachers and students were able to become more comfortable using the technology available at Marianna High School.**

*Limnology - scientific study of the life and phenomena of lakes, ponds, and streams.

Region 1 Showcase Information

Program Name Technology Studies II - Career Fair

School/Agency Marianna High School

Address 2979 Daniels Street
Street

Marianna	Jackson	Florida	32446
City	County	State	Zip

Contact Person: Mrs. Jean Gause

850/482-5312			GauseJ@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Description:

CAREER FAIR

Technology students took an active part in the Career Fair preparation. They began by designing logos, flyers, buttons, and banners advertising the Fair. The designs were produced in the technology lab using computers and the software Print Artist and Adobe PageMaker.

A contest was held to decide the top design. "Open Your Eyes (picture of eyes) to the Future" was chosen and made into T-shirts using Corel Draw and a heat press. The T-shirts were worn by student-helpers and faculty the day of the fair.

Other technology students were involved in producing and mailing the form letters, post cards, thank you notes, and labels to the involved businesses.

Region 1 Showcase Information

Program Name Technology II, Owning Your Own Business

School/Agency Marianna High School

Address 2979 Daniels Street
Street

Marianna	Jackson	Florida	32446
City	County	State	Zip

Contact Person: Mrs. Jean Gause

850/482-5312			GauseJ@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Technology II students take a mini-course in owning their own business. The objective is to review and use advanced features of software programs they mastered in Technology I. Instead of using a book, students are allowed to be creative, and use their imaginations so the interest level is high. Below is a general outline of the topics that are covered. Detailed instructions are given on each week's assignment and students are expected to follow the instructions (much like a manual).

Description:

Week 1 Students decide on the type and name of their business. Students produce letterheads and business cards with the name of their business. We use Print Artist, Adobe Pagemeker and the Snappy Camera and Scanner. A collection is kept of sample letterheads and business cards for students to look at.

Week 2 Students produce an advertising flyer and a three-fold brochure of their business. They use the Internet to get clip art and produce it in Adobe Pagemaker.

Week 3 Using Notepad and HTML, students write a Web Page advertising their business. (A sample is provided so students have a guide to go by) Students must have a scanned picture and clip art included in their page. The more advanced students will put music and animation on their web pages. Plans are being made to include these files in our school's "Intranet" site. (Intranet - would be viewed only by Marianna High School students)

Week 4 Students design buttons and T-shirts for their business. Using Print Artist, the button press, and heat press, they actually make these items.

Week 5-6 After a brief review of Excel, students create forms needed for running a business - Receipt books, Inventory, Payroll, etc. They use the spreadsheet to create payroll, income and expense sheets, and a budget. Students use the software to figure how much to sell their product in order to make a profit, to figure interest on loans, etc.

Week 7 Students use Access and Word to create form letters advertising sales. Students learn how to merge, print labels and create reports.

Region 1 Showcase Information

Program Name School-To-Work Curriculum Reform

School/Agency Malone High School

Address P.O. Box 68
Street

Malone	Jackson	Florida	32445
City	County	State	Zip

Contact Person: Marvin Lassiter

850/482-9950	789-9950	850/482-9981	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:
Redesign curriculum in grades 6-thru-12 around interests and aptitudes of our students.
Motivate all students to become life-long learners.
Develop career oriented instruction based on the basics of the Sunshine State Standards.

Description: **STATEMENT OF WORK**

This project will redesign the curriculum of our school in grades 6 through 12. It will center instruction around the interests and aptitudes of our students. We will use the Sunshine State Standards to cover the basic academic skills and integrate them into a career-oriented curriculum. Our goal will be to give every student an opportunity to gain hands-on practical experience in determining career goals. We want to motivate the marginal student to become involved in life-long learning through tapping into his/her interests and aptitudes. The curriculum will be integrated with on-the-job training, cognitive apprenticeships, and executive internships. This will require close collaboration between teachers and businesses.

The business and community component of this project will be vitally important. Students will receive credit for hours spent at businesses and evaluations by the business people will be used in conjunction with class work to determine grades and credit.

The parent component will be equally important. Parents will be brought in and consulted when a student's career plan is initiated. Career planning meetings will be held periodically to keep the parents informed and involved.

The evaluation component will have two aspects. The first is an on-going process evaluation. This will be done informally by the occupational specialist during visits to the businesses and in planning meetings by talking to parents and teachers. A formal evaluation will be conducted annually to determine the effectiveness of the program and to make necessary changes and improvements.

This evaluation will be done with questionnaires completed by all stakeholders. The second aspect to the evaluation will be done at the end of the project. This evaluation will look at test scores, job placement of students who graduate from high school, successful completion of post-secondary education, and/or training. This evaluation will determine whether to continue the program, modify it, or completely abandon it.

To be deemed successful, 90% of Malone graduates at the end of five years will be involved in or pursuing a meaningful career. The graduates will define the term "meaningful career" as part of our follow-up evaluation questionnaire.

The curriculum will be structured, but not limited to the following:

Grades 6 through 8 Orientation and Introduction to Careers

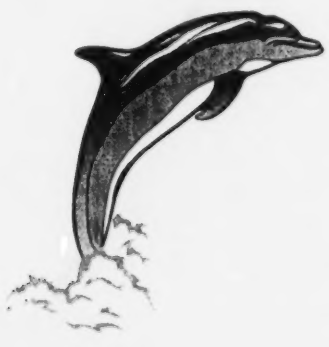
During these years, students will be given interest inventories and aptitude tests to guide them in researching and investigating careers. Field trips and on-the-job research and interviews, as well as bringing in speakers will be used to introduce careers to students. The curriculum will be centered around the Sunshine State Standards with hands-on applied teaching practices.

Grades 9 through 12 Career Planning

Liberal Arts Tract -- Careers involving post-secondary degrees
Specialized Skill Tract-- Careers involving specialized skills and/or training
During these years, students will be making career choices with the help of guidance, occupational specialist, and parents. On-the-job training, cognitive apprenticeships, and executive internships will be offered to enable students to make wise career choices and receive credit towards graduation. Teachers will work closely with business partners to maintain an effective program both in the classroom and on-the-job.

Timeline for Project

1996-97 Staff development and begin writing curriculum
1997-98 Implementation of curriculum-continue staff development-process evaluation-revise curriculum where needed
1998-99 Continue implementing curriculum-staff development-process evaluation-revise curriculum where needed
1999-2000 Continue implementing curriculum-staff development-process evaluation-revise curriculum where needed
2000-2001 Evaluation of project-modify-continue as is-abandon



Region 1 Showcase Information

Program Name Criminal Justice

School/Agency Jackson Academy of Applied Technology

Address 2701 Technology Circle
Street

Marianna	Jackson	Florida	32448
City	County	State	Zip

Contact Person: Gary D. Lathem

850/482-9666		850/482-9800	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Introduction to corrections, law enforcement and the legal system. Emphasis is placed on law, the court system and writing skills.

Description:

This is a school-to-work program emphasizing an integrated and Thematic School Strategy. The program is adapted to all secondary students enrolled in Criminal Justice I for 9th and 10th grades and Criminal Justice II for advanced students in the 11th and 12th grades.

There is intense emphasis on academic skills, especially writing. The program includes field trips, shadowing, and internship experiences.

Region 1 Showcase Information

Program Name Health Career

School/Agency Jackson Academy of Applied Technology

Address 2701 Technology Circle
Street

Marianna	Jackson	Florida	32448
City	County	State	Zip

Contact Person: Mrs. Gwen Conner

850/482-9666		850/482-9800	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To offer a health career program that is designed to enhance the academic growth of students interested in pursuing a career in any area of health.

Description:

Theoretical components of the program include anatomy, physiology, medical terminology, drug classification, medical math, maternal-child health, disease and disorder, interpersonal skills, career exploration, and fundamental concepts that relate to the safety and care of patients.

Theory is reinforced by opportunities for students to perform skills and procedures that facilitate their understanding of the human anatomy and allows them to refine their use of sterile technique.

The learning of complex concepts is facilitated via the use of simulators, mannequins, videos, medical equipment, group work, peer teaching, guest speakers, and computer technology.

Graduates from the program demonstrate excellent organizational and critical thinking skills. Follow-up reflects that the largest percentage of graduates are employed in the health field or have enrolled in a post-secondary health program.

Region 1 Showcase Information

Program Name Jackson Academy of Applied Technology

School/Agency Jackson County School Board

Address 2701 Technology Circle
Street

Marianna	Jackson	Florida	32448-2701
City	County	State	Zip

Contact Person: Randy Free, Principal

850/482-9666		850/482-9800	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Jackson Academy was created in 1994 and has a student population of 175 students. The Academy serves all six Jackson County high schools in an effort to blend a student's occupational goal with their academic requirements.

Jackson Academy offers five technical areas:

-Applied Technology -Allied Health -Criminal Justice
-Communications -Art

Description:

Jackson Academy attempts to integrate the academic curriculum with the five technical areas offered. Each nine weeks grading period is centered around a particular theme and school-wide activities are planned. The activities provide students the opportunity to apply the academic curriculum to which they have been exposed.

Within all of our classes there is an effort to teach a non-academic curriculum. The SCANS Competencies are an integral part of our classroom efforts and are reinforced by community visitors, advisory committees and field trips.

Communications - Our newest technical area at Jackson Academy is Communications. There are 30 students in the initial class with the number of students expected to increase annually. This program is designed to educate students regarding television and video production. This program is divided into three phases: Technical, Marketing and Management. In the technical phase, students learn how to operate the necessary equipment such as cameras, switches and editing bays. In the marketing phase, students are expected to market their products and services to the public. During the final phase, management, students learn how to purchase equipment, budget available money and manage an actual production from start to finish. We are currently in the process of negotiating with WTVY, Channel 4 in Dothan, AL for microwave transmission from the Academy to the Panhandle Area Educational Consortium. This would allow us to transmit and receive live broadcasts.

Internships - Seniors completing the required course work are provided internships. Students interning in the community work with businesses in their particular occupational area. This provides each student with real-world experiences. Students are exposed to the responsibilities of a particular job and demands of the work place.

Region 1 Showcase Information

Program Name ACE Serving Others

School/Agency Hope/CACL/ACE

Address 2031 Hope School Drive
Street

Marianna	Jackson	Florida	32447
City	County	State	Zip

Contact Person: Yvonne Melzer

850/482-9616		850/482-9395	MELZER_Y@popmail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

ACE Serving Others is a project in which the ACE (Alternative Choices Education School) students provide tutoring, recreational activities, and other interactions with the severely emotionally disturbed students of CACL (The Center for the Advancement of Children's Learning) and the mentally handicapped students of Hope School. ACE students are students who have committed offenses punishable by expulsion or have a history of habitual suspensions. The project provides ACE students learning situations which enable them to develop skills that will allow them effective interaction with peers and others and to develop skills which will allow them successful reentry into their home schools. The big brother/big sister relationship provides inclusion for exceptional students with normal peers, older role modeling, and positive attention for the SED students and mentally handicapped students. The tutoring activities have enhanced academic skills, improved socialization and communication skills, and increased self esteem and self worth of all participating students. The ACE students develop inter-personal skills needed to be able to be successful in school and are able to successfully return to their home schools. They develop positive self-esteem and show an overall improvement in grades. They develop positive self-concepts and demonstrate improved behavior and achievement.

Description:

ACE students do not possess the ability to use socially appropriate skills when confronted with challenging situations. Many have exhibited violence and the inability to use critical thinking and problem-solving skills. They lack the competence for effective group interaction and communication skills. They do not have successful self-control or anger management. Our ACE students needed the opportunity to learn planning skills and to look beyond themselves toward the needs of others. Our severely emotionally disturbed and mentally handicapped students needed role models and more inclusion activities with peers.

Project ACE Serving Others provided learning situations which enabled all students to develop skills. Students played a strong role in the project by developing planned activities in advance and reflecting on these activities after they were delivered. Teachers made adjustments to student schedules and allowed students to make-up work for the time spent away from the classroom involved in project activities.

The project related directly to the curriculum at ACE Conflict resolution is taught to all students. The involvement in this project gave students ample opportunities to engage skills learned during the course. The ACE school is also based on a behavior management program. As students' behavior improves, they move up the levels system toward exit from the program and reentry to their home schools. This project motivated students to display appropriate behaviors. Students' writing skills were challenged by the journal entries and planning activities. Social-personal skills were improved and there was evidence of transition of basic skills to younger students through the activities.

Many positive changes occurred as a result of the project. Student attendance increased. Grades improved. Students were self-motivated to participate. Some students have even expressed interest in working with handicapped students as a career.

Region 1 Showcase Information

Program Name Project FAST Service II (Fostering Attainable Skills Through Service)

School/Agency Hope/CACL/ACE

Address 2031 Hope School Drive
Street

Marianna	Jackson	Florida	32447
City	County	State	Zip

Contact Person: Yvonne Meizer

850/482-9616		850/482-9395	MELZER_Y@popmail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The objective of Project FAST is to provide an opportunity for Hope School students to supply a service to others. Using skills learned in the classroom, Hope School secondary students go to the Chipola Apartments to serve the elderly residents. Chipola Apartments is a privately owned retirement apartment for low income elderly people. The objective of the project is met by:

* maintaining the lobby at the Chipola Apartments. This is where most of the residents visit daily and much of their social interaction is centered.
* purchasing and caring for plants in the lobby. This provides a pleasant environment and enhances the beauty of the living area.
* providing seasonal parties for the residents.
* providing birthday cards for the residents that the students create in their classroom on the computer.

Description:

Because of our unique student population, recognition has come to us in the form of many special projects and activities. We are often the recipients of very worthwhile projects. With Project FAST, our trainable mentally handicapped students at Hope School have offered something very worthwhile to the residents of the Chipola Apartments. Housekeeping skills, hortitherapy skills, social skills, food service skills, computer skills, and more are learned by our students. Project FAST allows our students to use these skills as they clean the lobby, care for plants, give parties, and create cards.

We believe our students develop much more than reinforcement of skills. We believe that our students are developing a sense of community involvement that will enable them to begin to see beyond themselves to the needs of others, and they are becoming givers instead of receivers. Project FAST is our opportunity to give back a little of what is so lavishly given to us.

Region 1 Showcase Information

Program Name School-To-Work for Special Students

School/Agency Hope/Jackson County School Board

Address 2031 Hope School Drive
Street

Marianna	Jackson	Florida	32446
City	County	State	Zip

Contact Person: Sharon Macaluso

850/482-9616		850/482-9395	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide a school-based work experience to prepare our students for transition into competitive employment.

Description:

Hope/CACA/ACE provides services for ESE students on two campuses. On the Hope campus, trainable mentally handicapped students participate in school-to-work activities through school-based enterprises. Students manage and run a car wash and detailing businesses. These students are secondary-level students (grade 9-12). Another school-based enterprise at Hope is the "Country Corner" where students sew items to sell. They also prepare a salad and potato bar for staff to purchase at lunch. At the CACL Center secondary severely emotionally disturbed students run school-based enterprises, also. They also, have a car wash and detailing business. In addition, students have a produce business in which they grow vegetables to sell and propagate plants to sell for profit.

A CACL student works in the garden that is funded with School-To-Work funds.

Strategies used to implement our school-to-work program include hands-on experiences that simulate the workplace. We also feel providing functional age-appropriate activities enhance the acquisition of work skills and employability skills.

Outcomes include placing more students in our county-wide Supported Competitive Employment Program. We are also making small profits that are put back into our school-based enterprises.

Region 1 Showcase Information

Program Name Student Work Programs

School/Agency Hope/Center for Advancement of Children's Learning/Alternative Choices Education

Address 2031 Hope School Drive
Street

Marianna	Jackson	Florida	32447
City	County	State	Zip

Contact Person: Yvonne Melzer

850/482-9616		850/482-9395	MELZER_Y@popmail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Using occupational/vocational skills learned in the classroom, approximately 40 Hope/CACL secondary students work on campus for one hour per day and are paid for the work that they perform. This in agreement with our School Goal #2 of our School Improvement Plan to increase student work programs. Some of the students also work at off-campus sites including Pizza Hut, Kindel Bowling Lanes, and the Chipola Apartments, an apartment complex for elderly, low-income people.

Description:

Approximately 40 trainable mentally handicapped and severely emotionally disturbed students, ranging in age from 16 to 21, work on campus for one hour per day. Some of the students work off campus at three sites for approximately three hours per week.
The students' work skills and wages are determined by a school-developed rating scale. This is a flexible funding model for supported employment that was developed by the Hope School staff. The students are transported to off-campus work sites by school bus. They are paid bi-weekly and are transported to a local bank on paydays to cash their checks.

On-campus jobs include: purchasing and preparing food for salad/potato bar for the Hope School staff, vacuuming classrooms, mopping, collecting laundry and washing/drying, dusting, wiping tables in the cafeteria, assisting with younger students in other classrooms, detailing cars, maintaining winter/summer gardens, caring for plants, and other general janitorial/custodial jobs.

Off-campus jobs include: purchasing food for salad/potato bar, mopping, sweeping, wiping tables, dusting, cleaning windows, tending plants, and other general janitorial/custodial work.

Our students benefit by using their occupational skills at school and in real-life settings. Students also benefit by using functional living skills, academic skills, communication skills, and social skills in various environments within the community. Our student's self-esteems improve because of being placed in work environments where they can succeed. These opportunities also help to build work ethics in our students.

The businesses in the community benefit by being provided more attractive and clean environments at no cost. Community sponsors also have reduced fear of hiring disabled students by working with them in this capacity.

Region 1 Showcase Information

Program Name Region 4 School-To-Work Conference

School/Agency STW/CAREERS Chipola Junior College

Address 3094 Indian Circle
Street

Marianna	Jackson	Florida	32446
City	County	State	Zip

Contact Person: Judy Riviere, STW Manager

850/718-2354	776-2011	850/718-2461	rivierej@chipola.cc.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

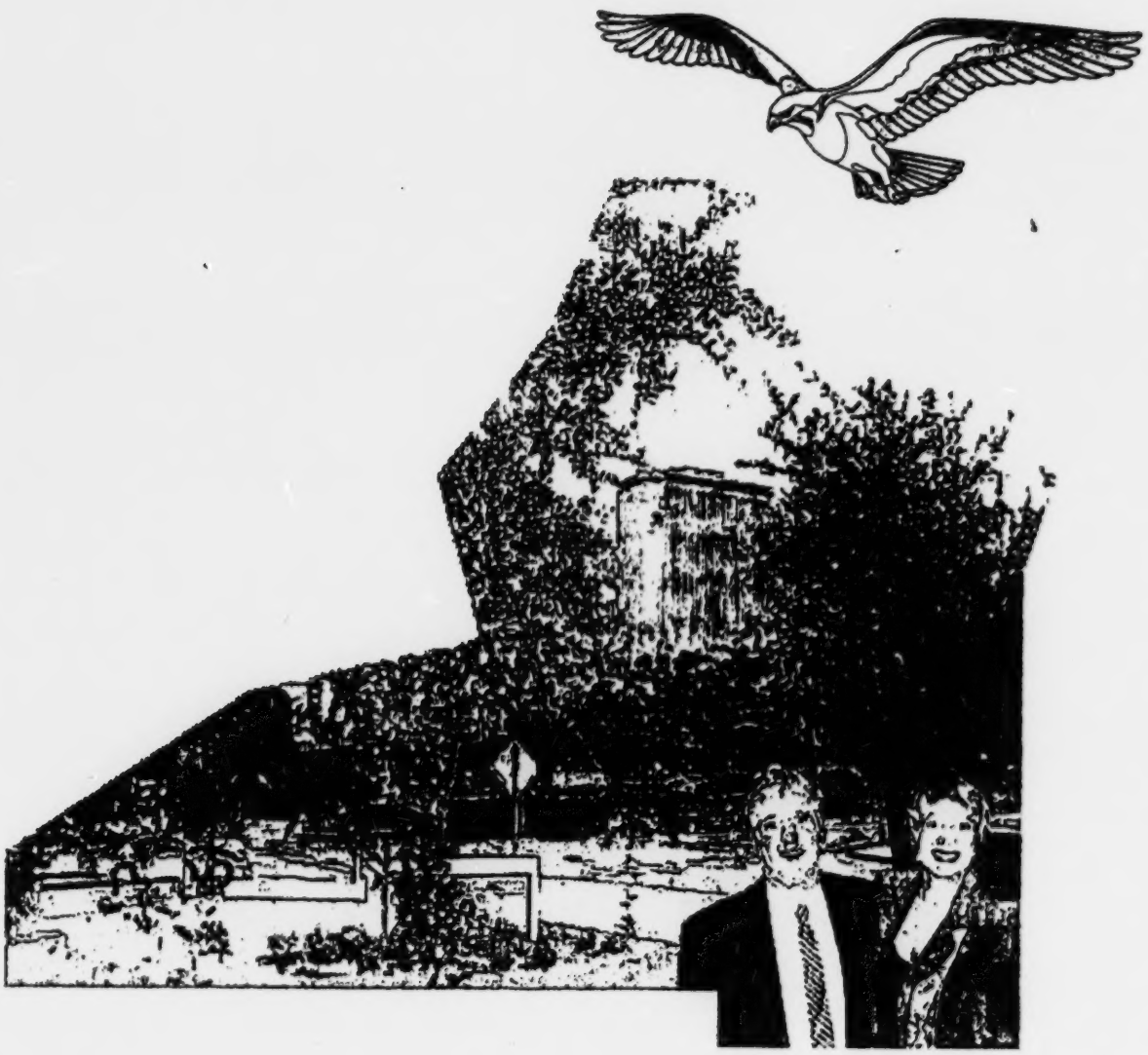
Program Objectives: Helping educators develop linkages with School-To-Work

Description:

A two day workshop/conference was presented by the Region 4 STW/CAREERS Consortium, July 17 & 18, 1997 for all principals, teachers, counselors and education leaders in Calhoun, Holmes, Jackson, Liberty and Washington counties. Over 350 educators attended both days of the conference.

The first day of the conference began with a presentation by Michael Brawer, "How Teachers Can Develop Linkages with School-To-Work" and continued with 20 session topics including "Creative Learning Activities for the Technological World of Tomorrow", "High Schools That Work", "Newspapers in Education", "The Role of the School Counselor in STW".

Dr. Willard Daggett, president of the International Center for Leadership in Education, was the featured guest on the second day of the conference. Dr. Daggett presented three sessions; "Preparing Students for a Technological, information-Based Society", "The Changing Nature of the American Workplace" and "Academic Standards - The Need for Rigor and Relevance".



LEON

Region 1 Showcase Information

Program Name "TEAM 10": An approach to Interdisciplinary Instructional Teams within a Traditional High School Setting

School/Agency Leon High School

Address Tennessee Street and Meridian
Street

Tallahassee	Leon	Florida	32308
City	County	State	Zip

Contact Person: Dr. Linda Rogers

850/488-1971x2100		850/922-5311	docroc.719@aol.com
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: This program began with the implementation of a Tech Prep Program at Leon High School during the 1995-96 school year and since then has evolved into "TEAM 10". The objectives of the program are:

(1) To have students recognize and experience the connections/inter-relationships between the curriculum in different disciplines.
(2) To have students recognize and experience the relevance of school curriculum to real-life experience.
(3) To improve the academic performance of 10th grade students by providing interdisciplinary instruction across the boundaries of a core of 10th grade subject areas.

Description:

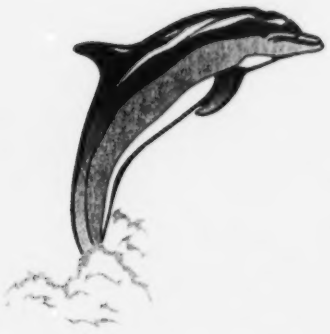
Leon High School, a comprehensive high school of approximately 1900 students, operates on a traditional seven-period day. In 1995-96, the school began the implementation of a Tech Prep program, the Academy of Construction, Design and Engineering Technology, using a modified career academy approach. The program encountered a variety of barriers, such as problems in scheduling students for common course periods in core academic subjects, inability to recruit teachers from all core academic areas, and lack of student enrollment to sustain expansion of the program into the 1996-97 school year. However, the Tech Prep experience demonstrated the potential impact of interdisciplinary instruction on student performance and piqued the interest of a team of 10th grade teachers in English, Social Studies, Drama, Science, Foreign Language, DCT and Technology Education. All 10th grade English and Social Studies Teachers and students participate in the program. The electives in which these students are enrolled varies so not all of the students will have the same Drama, Foreign Language, etc. activities.

The "Team 10" theme for school year 1996-97 was "Tragedy and Triumph." This was the same theme used for the History Fair. History Fair participation is incorporated into the curriculum in both English and Social Studies courses. Both subjects awarded credit for these essay projects. Also, teachers have students self-evaluate written work using Florida Writes rubrics. Following the theme, the second nine weeks periods concentrated on "the classics" : Social Studies (Greek and Roman Civilizations); English (read Euripides); Drama (Greek and Roman Tragedy); Latin (Caesar/Romans), etc.. Students participated in Toga Day and Drama students produced a video on how to make and wear a toga. At the end of the unit all 10th grade students participated in a Roman Funeral (complete with orations, funeral pyre, etc.) to "bury " the classics!

What promotional strategies were used?
All 10th grade students in required English and Social Studies courses are involved in the program so student recruitment into courses is not necessary. However, the interdisciplinary activities, including related extracurricular activities, are reported and advertised in the Leon High Newsletter.

What supporting materials were used?
Theme and materials for History Fair and Florida Writes standards and rubrics were incorporated into the curriculum. Tech Prep funds have been used for curriculum development.

Outcomes:
- Baseline data is being established to compare performance of students in this cohort with preceding 10th grade class on a variety of indicators.
- Products: New curriculum developed around theme "Triumph and Tragedy."
- Video Presentation developed/ student reporting on impact of curriculum.



Region 1 Showcase Information

Program Name Curriculum for Adult With Special Needs

School/Agency Leon County Schools Adult Education

Address 283 Trojan Trail
Street

Tallahassee	Leon	Florida	32311
City	County	State	Zip

Contact Person: Barbara Van Camp, Principal/Veronica Sehrt, Program Supervisor

850/922-5343		850/922-5352	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The Curriculum for Adults With Special Learning Needs was designed as a guide for teachers who work with a variety of adults with disabilities. The purpose of this curriculum is to guide teachers in their quest to enable adults with special learning needs to develop, enhance and maintain functional and academic skills. The goal is to empower these individuals to achieve the highest level of functional independence and academic performance that they are capable of attaining.

Description:
This is an innovative curriculum which includes both methodology and practical application for the classroom. It addresses the special needs of the following populations: persons with mental retardation; persons with physical impairments; persons with learning disabilities; and persons with mental illness.

Additionally, the content of the curriculum includes: supported employment; functional skill development; factors affecting learning; and adaptive resources.

More than 200 pages of the curriculum offer a variety of creative activities for the classroom teacher working with adults with disabilities.

The Curriculum for Adults With Special Needs is the product of investigative research of adults with disabilities programs and program resources both statewide and nationally. As a result of this research, innovative materials, technology, methods and programs have been incorporated into the curriculum. The ease and practical application of the curriculum, the numerous ideas for special activities, and the built-in program accountability feature have resulted in a curriculum that can readily be adapted to any educational program designed for adults with disabilities.

Region 1 Showcase Information

Program Name Recruitment and Retention of High School Dropouts with Emphasis on School to Work Resources

School/Agency Leon County Schools Adult and Community Education

Address 283 Trojan Trail
Street

Tallahassee	Leon	Florida	32311
City	County	State	Zip

Contact Person: Barbara Van Camp, June Townsend, Sue Kraul

850/922-5343		850/922-5352	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

This is a Leon County Schools Adult and Community Education effort to recruit high school students who have dropped out of the regular high school environment, to provide individualized support based on need, and to assist them with planning for the transition from school to work. Setting career and personal goals with students is an effective way to keep them interested in school and attending regularly. Retrieving these students as soon as possible after they drop out of high school is crucial; so they may experience some success at a time when they are extremely vulnerable to outside influences. The students need a lot of encouragement to re-enter a situation where they have typically not met with success.

Description:

Facilitated by cooperative agreements with area high schools, students are identified for recruitment into adult education classes. High school registrars and guidance staff provide referral information of students withdrawing from school. In addition, reports from the District data center provide addresses and phone numbers for adult education staff to contact students immediately.

As a means of retaining these students in the program, an emphasis is placed on establishing specific career goals. Through the use of a variety of media, students are exposed to school-to-work concepts including: career choices, goal setting, resume writing, job search, communication skills, interviewing skills, and employer expectations. The **Career Education Guide** has been specifically developed as a resource in the area for teachers and may be purchased from Leon county Schools Adult and Community Education.

Region 1 Showcase Information

Program Name Lively Technical Center Externship Training Program

School/Agency Lively Technical Center/Leon County Schools

Address 500 North Appleyard Drive
Street

Tallahassee	Leon	Florida	32304
City	County	State	Zip

Contact Person: Mr. Ed Hill

		850/922-3880	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The purpose of this program is to provide on the job training experiences at selected organizations and businesses within the Big Bend region for students to gain additional skills and/or to reinforce those already learned in on-campus laboratory training in specific occupations within a chosen career field.
Specific program objectives are:

(1) To prepare individuals for employment, adjustment, and advancement in specified occupations or occupational areas.
(2) To stimulate students' interest in their chosen occupational fields and provide an awareness of the opportunities available in each field.
(3) To provide training that results in increased efficiency in performing job tasks.
(4) To develop a greater appreciation of the value of specifically trained personnel among employers, employees, and consumers.
(5) To reinforce skills learned in the laboratory.
(6) To provide experiences on tools and equipment generally more specialized than what is available in the school environment.
(7) To supplement and broaden the school curriculum into areas above and beyond the state-required program standards.
(8) To create training partnerships within the community.
(9) To increase student retention and placement rates.

Description:

In 1995, the Externship Training program was implemented in response to a need for a short-term training program to stimulate both employer and student participation. This training program is defined as a short-term instructional delivery system designed to provide on the job experiences to improve students' employability. This instructional experience may vary in program length. Students are placed in selected training sites directly related to their occupational goals. The business may choose to regard the students as a non-paid student extern or may make the student an employee or pay some form of stipend. The maximum length of an externship is 2 ½ months, two to six hours a day depending on the program. In a few programs such as those in child care or the industrial area, externships may be for a full day. The externship program is formally integrated into program curriculum.

Outcomes: Between December 1995 and June 1996:

- Establishment of an Externship Coordinator Position in December of 1995.
- 30 of the LTC's 39 programs identified as eligible for externships (9 programs are excluded from participation by statutory requirements that mandate that work-based training be conducted under governance to licensing boards, etc..
- 22 programs placed at least 1 student in an externship
- 62 students participated in externships
- 22 students completed externships
- 92 employers in 14 different career fields signed externship training agreements

Promotional Materials:

- Public Relations Plan designed and executed.
- Externship Training Program Brochures were developed and printed and disseminated to students, businesses, etc.
- Informational Display for presentations completed.

Supporting Materials Used:

- Funds from Lively Technical Center Base Budget for Coordinator Salary

Region 1 Showcase Information

Program Name School-To-Work Big Bend Region 5

School/Agency Tallahassee Community College

Address 444 Appleyard Drive, applied Science Building
Street

Tallahassee	Leon	Florida	32304-2895
City	County	State	Zip

Contact Person: James D. Jones, Jr. (Dael)

850/414-1583		850/921-5722	jonesda@mail.tallahassee.cc.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: School-To-Work is the preparation of **ALL** our children to make well-informed career choices.

Description:

The central vision of Region 5 remains unchanged: to develop a system-wide transition from school-to-work, but now, additionally, our goal is to enfold the remaining 44 schools in our region. All stakeholders expect to acquaint ALL Big Bend students from K-12 by the year 2001 with many career choices, to inspire them to acquire the skills, tools, knowledge and work ethics necessary for success, and to equip them with a preparation that will enable them to make well-informed choices with confidence. The final result of the vision is still to have every student become a productive member of society and to live the most rewarding life possible. Parents, educators, business people, and laborers continue to enthusiastically embrace these goals. Secretary's Commission on Achieving Necessary Skills (SCANS) will be the tool for examining the workplace demands and revealing the capability of our students to meet them. We continue to have a strong, supportive working relationship with the Workforce Development Board for our Region.

There are about 250,000 people in the Big Bend counties of Gadsden, Leon, and Wakulla; of those, 1 in 6 is of K-12 age. Year 1 of implementation for the Big Bend School-to-Work Partnership includes 20 participating schools (all high schools and technical centers, some elementary and middle schools) and anticipates serving 27,621 students from a total student population of about 45,000. Year 2 will enfold all the remaining elementary and middle schools into the program in order to serve the total student population.* Region 5 expects the participants of Year 1 to act as mentors and to empower those schools who will begin implementation in Year 2. By the year 2001, ALL students are expected to have STW experience enabling them to make well-informed career choices.

Partnerships and Stakeholders. Although only a brief time has elapsed since the award was received, there has been substantial progress in Region 5. The 20 participants report that they have established partnerships with more than 886 businesses and have already served 14,395 students. Leon County School Board in collaboration with the Tallahassee Chamber of Commerce also has 400+ business, agency and organization "Partners for Excellence".

Redirected Efforts.

Other region-wide activities during this time include:

* A number of educators from our region attended the 3rd Annual Florida STW Conference in Orlando (an invaluable experience for many of them);
* a partnership has been formed with Newspapers in Education by unanimous consent of the Region 5 Steering Committee to print a weekly full-color, full-page on 24 different careers as a teaching tool during the next school year;
* an interactive homepage (being done by TCC) will allow business partners to indicate their willingness to provide job shadowing, mentoring, intern and externships, and job opportunities, and educators to match their needs with that listing;
* a Speakers Bureau will operate in much the same manner, offering educators speakers to address their classes;
* a resource center is planned for a central location where anyone can go to learn about, assess and evaluate materials that are available on the STW initiatives and obtain them for their use;
* business partnerships continue to be sought new ones develop almost daily.

Work continues to bring the remaining schools into full participation.

The momentum as evidenced already in Year 1 will gather force and focus for Year 2 implementation as all students and all schools are drawn into participation.

Region 1 Showcase Information

Program Name Business Teacher Education

School/Agency Florida A&M University

Address College of Education - Room 103A GEC-C
Street

Tallahassee	Leon	Florida	32307-4900
City	County	State	Zip

Contact Person: Dr. Jerrlyne A. Jackson

850/599-3061	286-3061	850/561-2211	jacksod3@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

This program is designed to prepare competent business technology education teachers who will be exemplary 21st Century educators, respected role models and mentors, and committed ambassadors of the American enterprise system.

Description:

All graduates of the program have been successful in obtaining business technology education teaching positions--if desired; some chose to enter graduate school.

In addition to preparing pre-service teachers, a number of in-service teachers have taken courses in the department to complete certification requirements. During summer, 1996, distance learning was incorporated to assist teachers throughout the state with certification requirements.

Region 1 Showcase Information

Program Name P.L.U.N.G.E. (Practical Learning Utilizing New Gadgets in Education)

School/Agency Florida State University School

Address _____
Street

Tallahassee	Leon	Florida	32306-4420
City	County	State	Zip

Contact Person: Karl Hook, University School Associate Professor

850/644-4910		850/644-8641	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: P.L.U.N.G.E. (Practical Learning Utilizing New Gadgets in Education) is based on the premise that:

1. Learning should be for a purpose (**P**ractical). What is learned should be connected to a real-world situation.
2. Students should be encouraged to explore and try new ideas and to take risks and challenge themselves. Through disequilibrium **L**earning is achieved.
3. The learner should **U**se the technology. By becoming immersed, the student is better able to identify the strengths and weaknesses of the technology.
4. Educational institutions should be ahead of the private sector in use of state-of-the-art technology. In order to facilitate this, students should be placed in externships so that they are in on the **N**ewest of the technology.
5. The use of technology should not divert the learner from the basics. Technology is a tool (**G**adget) that is used to enhance, not replace.
6. Learning should take place in the context of **E**ducational environment that is innovative, substantial and supportive.

Description:

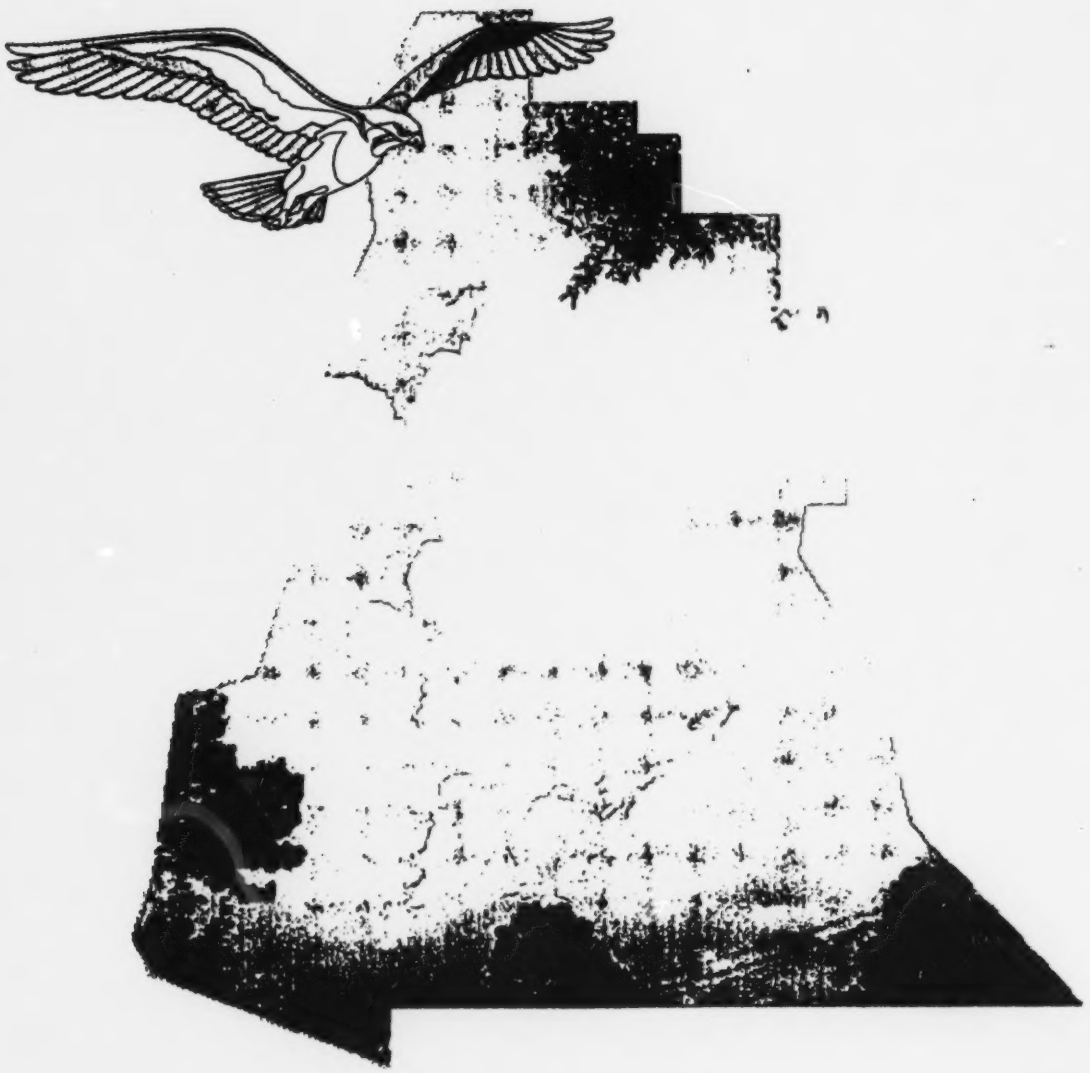
P.L.U.N.G.E. began as a means to an end, the implementation of computer-based electronic portfolio assessment. All eighth grade students at the Florida State University School were enrolled in a course that paired art with computer technology. The purpose of the course was to teach the students how to use the technology so that they could "show what they know" in their science classes and later use their skills in their high school classes as the school embarked on alternative assessment projects.

The multi-media class was such a success that the students began requesting that we teach it at the high school level. Since the additional course offerings did not fit the schedule, the classes were scheduled for the summers. Demand was so high, there has been a waiting list for the summer offerings.

Through the P.L.U.N.G.E. project the use of multi-media as a tool at the Florida State University School has increased. The students have produced several multi-media products for local and state non-profit agencies and have produced Public Service Announcements that have been aired on Comcast. Most recently we have been collaborating with the National High Magnetic Field Laboratory on a number of projects. In addition, the P.L.U.N.G.E. project has led to students opportunities in higher education and career preparation. Many of the P.L.U.N.G.E. participants have been placed immediately into highly skilled poisitions while continuing their education.

During the summer of 1996, the P.L.U.N.G.E. students worked with the Department of Education's STAR TREE (Science Teacher And Researchers Translating Research Experiences into Educational Experiences). The purpose of the project was to produce middle school curriculum materials in the area of magnetism. The students produced all of the graphics for publication and produced "Magnets, Medicine, and Me", the first of what is to become a series of videos on magnetism called the "Many Adventures of Lloyd."

In 1997, the P.L.U.N.G.E. Team collaborated with the magnet lab on "MagLab: Alpha" The students produced all of the graphics for the "Alpha Guide" and did all of the scripting, programming, and design for the Alpha Interface, a multi-media CD ROM. "MagLab: Alpha" is being distributed state-wide through the ACEE. The students assisted in the training of the 40 facilitators and are presenting the materials at state and national conferences. Most recently the Florida Art Education Association featured P.L.U.N.G.E. in the innovative applications exhibition at their annual meeting. They are currently preparing a presentation for the National Association for Research in Science Teaching and reprogramming the Interface so that it will run on multiple formats. "MagLab: Alpha" will soon be distributed nationally.



LIBERTY

Region 1 Showcase Information

Program Name Taming the Technology Tiger: Teachers Talk Technology Standards

School/Agency Hosford Elementary and Junior High School

Address P.O. Box 10
Street

Hosford	Liberty	Florida	32334
City	County	State	Zip

Contact Person: Michelle Gowan & Janna Hill

850/379-8396		850/379-8472	gowanm@mail.firn.edu hillj2@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

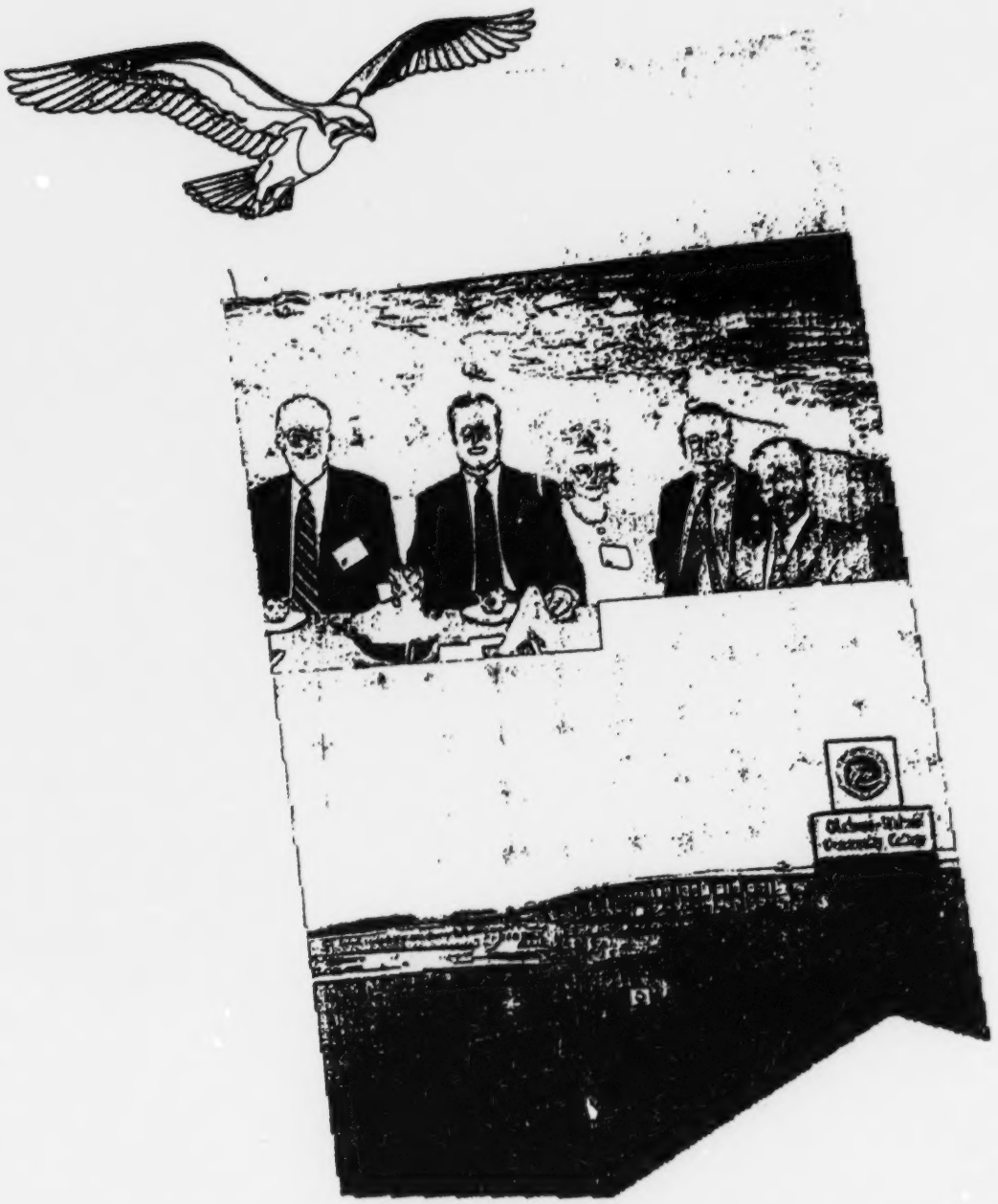
Program Objectives:

(1) To provide a curriculum framework for integration of student technological skills for PreK-8th grade classrooms.
(2) To outline activities designed to meet the standards of the curriculum framework for technological skills.
(3) To establish a performance assessment of student acquisition of technological skills.

Description:

Hosford Elementary and Middle High School is a small rural school for students in PreK-8th grades. As technology integration became an increasing focus of education, our school experienced a frustration of varying and/or inadequate student and teacher inabilities. As a result, the school improvement team designed a model for technology integration that required student skill masteries at appropriate grade levels. The four elements of the model was based upon the four categories outlined by the International Society for Technology in Education. Under their direction, the Technology, Teachers, and Children On-line Standards (TTACOS) Project were asked to suggest technology standards describing what students need to know about and be able to do with technology. The areas are: Basic Operations and Concepts, Telecommunications, Tool Software, and Product Development.

Our School's curriculum framework was named HATS (Hosford Assessment of Technological Skills) and a list of competencies was made in each of the four areas. Within each list, skill introduction, continuance, or mastery was determined. Then standards, activities, and performance assessments were identified. The document was piloted in 1995-96 and is under it's first full year of implementation. The goal is for 80% of the student population to attain 80% of the prescribed skills during the school year..



OKALOOSA

Region 1 Showcase Information

Program Name Workforce 2007: Problem Analysis (C.H.E.S.S.)

School/Agency James E. Plew Elementary

Address 220 Pine Avenue
Street

Niceville	Okaloosa	Florida	32578
City	County	State	Zip

Contact Person: Dr. Lamar White, Principal

850/833-4100		850/833-4103	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To help students develop the thinking skills necessary for the workplace of the future.

Description:

Purpose/Type: **C.H.E.S.S. - A Strategy for Elementary School Improvement** (**C**.hess **H**.elps **E**.nhance **S**.tudent **S**.uccesses)

Age Level: Grades 3-12

Outcomes: Numerous studies support the contention that the game of chess enhances student success in many ways (Margulies, 1995; Vail, 1995; Cabera, 1994; Moore, 1994; Gold, Gruber, & Opwis, 1993; Horgan, 1988; Wallace, 1987; etc.). The implementation of a school chess club can be reasonably expected to produce the following positive student outcomes:

1) Increased academic performance;
2) Increased achievement;
3) Increased social skills; and,
4) Increased cognitive performance (thinking skills, analysis, prediction, etc.).

Additionally, a school chess club can increase parental support and foster positive public relations.

Region 1 Showcase Information

Program Name After School Program

School/Agency Max Bruner Jr. Middle School

Address 322 N.W. Holmes Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32547
City	County	State	Zip

Contact Person: Ms. Cathy Hubeli

850/833-3294			
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To provide an after school program that will enhance the skills and academic level of students with or without special needs.

(2) To provide a safe and educational environment for students that need after school day care.

(3) To increase students' self-esteem through the development of real world skills.

(4) To increase all academic CTBS skill levels.

(5) To encourage reading not only for academic pursuit but also for pleasure.

(6) To teach computer skills, ranging from basic to advanced Internet usage.

Description:

The after school program at Bruner Middle School is in its second successful year. The program is offered to all students with or without special needs. This program is held in our thirty-three unit computer lab from 2:30 - 4:30, every afternoon. Students are required to sign in daily for accurate tracking, academic assessment and safety reasons.

The core of our program is the availability of an on-site educator to facilitate the learning process for all students involved in the program. All participants have access to computer based tutoring programs. The multi-level content programs consist of English, mathematics, science and social studies activities. A tracking system for progress is available to the teacher for accurate accounting and progression charting of each student's activities. Individual tutoring is provided not only by an on-site educator, but also by an IB high school student volunteer. When a pupil has finished all tutoring, homework is worked on and may be printed out for their use the next day. When tutoring and homework are completed, the students are allowed computer "game" access. This includes Internet access. Internet access is for both academic and fun use during the program. Many fundamental computer skills are taught and reinforced through our program. They range from basic usage, typing of reports, learning the e-mail process to Internet usage and interaction. We have also instituted a thirty-minute reading for pleasure activity at the end of the program day. We feel

that along with the tutoring and the computer skills being taught, that our reading program will help to increase our students' personal and school reading, reading comprehension, and CTBS skill levels.

When our day is done, our children board buses to return home. There is no cost for the bus or the program to our students.

Our program offers many qualities not otherwise available to our students.

(1) A safe after school environment.

(2) An academic after school environment with professional assistance at no cost.

(3) Basic computer skills ranging to advanced Internet experience.

(4) Free after school day care for concerned parents.

(5) Personal interaction with concerned adults.

All of these facets of our After School program are covered, at no cost to the parent.

Region 1 Showcase Information

Program Name Exceptional Student Inclusion In General Education by Co-Teaching

School/Agency Max Bruner Jr. Middle School

Address 322 N.W. Holmes Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32547
City	County	State	Zip

Contact Person: Faith Blair

850/833-3266			
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To make a wider range of instructional alternatives available to all students, including those with disabilities, than would be possible in a classroom with just one teacher.
(2) To reduce the fragmentation that has characterized past programs for the many students who attended resource or similar programs that took them out of the general education classroom.
(3) To enhance the participation of students with disabilities as full classroom members.
(4) To provide a powerful support system for the professionals who teach together.

Description:

Max Bruner Jr. Middle School is located in Fort Walton Beach, Florida. We are situated between two Air Force Bases, Eglin and Hurlburt. Our student body includes about sixteen hundred pupils in grades six, seven, and eight. Our exceptional student population includes every category except severely emotionally handicapped. We see the need to offer a full spectrum of services to meet the needs of all our students. We have special classes, resource classes, co-taught classes, and cooperative consultation.

The program that we wish to showcase is our co-teaching venture. We have two ESE (Exceptional Student Education) teachers who are co-teaching on two of our sixth grade teams. Each one of these ESE teachers is assigned to a team of about 150 students of which about 30 are disabled learners. The majority of these ESE students are SLD (Specific Learning Disabled) students. The ESE teachers co-teach two math classes and two Language Arts classes on their teams. They also do cooperative consultation with the Social Studies, Science, and elective teachers who teach the students on their team. It has given the ESE teachers the opportunity to be more readily available to the general educators. It has given the students the chance to be a part of their peer group and still receive the extra attention they need in order to succeed. It has helped the ESE students achieve the academic skills as well as the social skills necessary to be successful in the least restrictive environment possible. This classroom model has given us the opportunity to improve communication between general and special educators. It has improved understanding across disciplines. It has facilitated appreciation for the talents and challenges of both general and special educators. Co-Teaching has made it possible for "at-risk" students who had not qualified before for special education services to have an ESE teacher available. Co-Teaching has been instrumental in building students' self-esteem and in developing independent learners.

Region 1 Showcase Information

Program Name Exploring Technology

School/Agency Max Bruner Jr. Middle School

Address 322 Holmes Blvd. N.W.
Street

Ft. Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Lynn Riddle

850/833-3266		850/833-3434	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

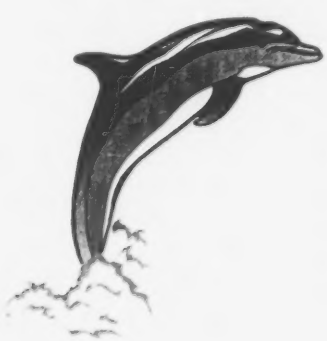
Program Objectives:

This program was established in 1996, at Max Bruner Jr. Middle School, as an exploratory course in technology to meet the requirements set forth in our school improvement plan. Its objectives:
(1) Enhance the ability to think critically and creatively.
(2) Enhance the ability to identify and then solve problems.
(3) Enhance the ability to be an adaptable, life long learner.
(4) Enhance computer literacy skills.

Description:

Max Bruner Jr. Middle School has been in a state of transition for the past several years. The Industrial Arts program has been phased out to make way for the new, modern Science and Technology Lab that will take our students into the next century. This unique lab is equipped with modular work stations, and a large group discussion area.

To expose our students to as much technology as possible each 8th grade science student will spend a semester exploring technology. The lab is designed around self-contained, two student work stations that support self-directed, individualized instruction. The students work in a module for ten days and then rotate to a new module and a new partner.



The Science and Technology lab is made up of 16 different modules. Each module provides an even balance between computer driven, video, written and hands-on instruction to keep students motivated and on task. Beyond basic math and science, technology education provides an important building block in the complete education of today's students. Technology education programs help students appreciate the importance of technology: apply tools, materials, processes, and technical concepts safely and efficiently; apply problem-solving techniques and critical thinking skills; develop and apply creativity; make informed career choices; and deal with forces and change influencing the future.

Region 1 Showcase Information

Program Name Max Bruner Middle School Volunteer Program

School/Agency Max Bruner Jr. Middle School

Address 322 N.W. Holmes Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32547
City	County	State	Zip

Contact Person: Cathy Hubeli

850/833-3294		850/833-3434	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

To involve and maximize the number of parents and persons in our community participating in the education of Bruner students.

Description:

Bruner Middle School serves students in grades 6, 7, and 8. To better serve these students, our Volunteer Program has become a top priority in our school. We solicit help from as many parents and community people as possible.

Our program provides teachers and faculty with inquiry forms to note areas of need and times volunteers could best serve them. Volunteers also fill out forms indicating areas of expertise and interest. We use volunteers themselves to help coordinate these procedures by matching the needs with the interests. It has proved extremely helpful to all.

Our goals are to insure all persons the opportunity to serve our school when any interest is shown and to assist teachers and faculty help when time would be limited.

Region 1 Showcase Information

Program Name C.A.R.E. To Work Experience: GRAPHIC ARTS SCHOOL STORE

School/Agency Choctawhatchee High School

Address 110 Racetrack Road
Street

Fort Walton Beach	Okaloosa	Florida	32547
City	County	State	Zip

Contact Person: Susan Lowrey

850/833-3614	674-3614	850/833-3694	mcaton@gnt.net
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

Description:

Work Experience classes for students identified as at risk were established to provide hands-on technology experiences in a workplace simulation focusing on graphic art productions. Students produced and marketed print items such as business cards, greeting cards, stationery, and memo pads. Technologies used included computers, graphic software, Internet connections, scanners, digital cameras, and color inkjet printers. Students developed mini-businesses and work teams, selected names for their businesses, and created identifying slogans and logos. Computer software and graphic arts skills along with business skills of managing finances and personnel advertising and selling a product, and communication and salesmanship were gained.

Region 1 Showcase Information

Program Name Executive Internship--Crestview Area Businesses

School/Agency Crestview High School

Address 1304 North Ferdon Boulevard
Street

Crestview	Okaloosa	Florida	32536
City	County	State	Zip

Contact Person: Nancy L. Parker

850/689-7409		850/689-7322	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To develop necessary skills for employment.
(2) To explore potential career fields.
(3) To relate classroom studies to work/career.

Description:

The Crestview High School Executive Internship Program contains three components: Eglin Air Force Base (outlined separately by Jim Pierce), Wal-Mart, and Individual Crestview Area businesses. These are unpaid internships. Although the program is open to juniors and seniors, seniors have more schedule flexibility to block periods. Crestview High is also on block scheduling which is essential to the program. Prior to going to the businesses, students must complete a portfolio including employment tests, applications, resume, etc.

Wal-Mart and Crestview High School partnership began in 1994. Wal-Mart is the largest employer in the Crestview area. The program originally targeted only at-risk students. Recently, the program has been expanded to the general population of the school, but at-risk students are strongly recruited. Wal-Mart is an international corporation offering opportunities in a wide range of training in the retail business. Students rotate to different departments each six weeks. Their experience also includes shadowing management, viewing tapes from Wal-Mart training library, etc. Thirty-five percent of the students have earned paying positions at Wal-Mart.

This individualized program started in 1996. This program allows students the opportunity to explore career fields. Students may choose a business from an approved list or find a business (with approval) of interest to them. Certain businesses are reserved for students with special expertise, i.e. carpentry student to cabinet shop, drafting student to building plan business, etc. Although students in the Wal-Mart program must maintain good attendance and grades, the individualized program has higher standards.

Although all students do not take full advantage of the internship opportunities, most have found the business world different than expected.

Region 1 Showcase Information

Program Name Crestview-Eglin Partnership Initiative (Crestview Leadership Initiative), (Crestview-Eglin School-to-Work), (Eglin School-To-Work)

School/Agency Crestview High School and Eglin Air Force Base

Address 1304 N. Ferdon Blvd and 96 Mission Support Squadron/DPCX
Street

Crestview and Eglin AFB	Okaloosa	Florida	32536 and 32542
City	County	State	Zip

Contact Person: Mr. Jim Pierce, Crestview-Eglin STW Coordinator

850/689-7409	675-7409	850/689-7332	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

This program began in October 1996 between Crestview High School and Eglin AFB under a School-to-Work (STW) grant entitled Crestview Leadership Initiative. Its objectives are:

(1) To create a school-to-work training model for all military bases and their community public high schools and vocational centers in Florida.

(2) To allow students to access the wealth of training and work resources at Eglin.

(3) To produce highly skilled and job savvy high school graduates who can compete successfully in the workplace.

(4) To position students to qualify for Eglin's Student Career Experience Program, whereby on-base work experience can lead to noncompetitive permanent employment.

Description:

Crestview High School, located in a largely rural North Okaloosa County, is a state leader in bringing technical, vocational and work-based learning experiences to the school campus. Through this program, it has expanded its off-campus cooperative education/internship opportunities beyond the immediate community to include Eglin AFB, the largest employer in the three county area (Walton, Okaloosa, Santa Rosa). Eglin AFB is, in effect, a self-contained city of over 10,000 employees who hold virtually every type of job found in regular communities, and many not found in Crestview or North Okaloosa County. The base also ranks among the highest employers in the Florida panhandle in per capita wages paid. Eglin's award-winning (Best in Air Force Materiel Command) Airman Leadership School provides instruction, materials, classroom, and 27 hours of leadership training exclusively for Crestview students in this business partnership program. The base also provides a classroom, audiovisual equipment, videotape library, and copy machine support for the 1.5 hour Employability Skills course taught by the program coordinator. Eglin's Civilian Personnel Office identifies job sites on base, conducts face-to-face interviews with program applicants, and performs job placement.

Crestview junior and senior-level students are eligible for this three-school-period program. Selection is based upon a "reliability/dependability" criterion. Grade point average and intellectual functioning are not prime factors for acceptance into the program, but may come into play for certain jobs (engineering, math lab, general officer/executive director support, etc.). On even-numbered days (Crestview High is on a seven-period, odd-even block schedule), students travel approximately 25 miles (one-way) at their own expense to Eglin's Education Center for an 8:00 A.M. Employability Skills class. At 9:30, they report to their assigned work sites for three hours of duties assigned by a military or civil service supervisor. In its first year of operation (1996-97), the Crestview-Eglin Partnership Initiative accomplished the following:

- Fifteen students were placed at Eglin in support of: Executive Director's Office, Protocol Office, History Office, Electronics Engineering, Civil Engineering, Computer Science, Civil Engineering Drafting, Hospital Resource Management, Security Police, Child Development Center, Education Services, Fire Department Fire Prevention, and base Fitness Center. Twenty-two other openings have been offered by the base.
- One student was hired as a GS-1 (over $7 per hour) part-time (after school) employee supporting Eglin's Executive Director (the highest ranking Civil Service person/Engineer on base).
- One Senior at-risk learning disabled student improved chances for graduation with three credits of C or better.
- First semester recorded near perfect attendance (one unexcused absence) and increased grade point averages.

Promotional strategies:

- Produced a video of STW students and their supervisors in their work site settings for use in recruiting efforts.
- Published articles in Eglin Eagle and Crestview High newspapers: full spread ad in yearbook; brochure; newsletter.

Supporting funding and materials:

- Project application through FDOE Office of Business & Education Alliances with salary funding through STW Grant and materials/supplies/TDE travel through Compact Grant; Eglin support as indicated in Description above.

Region 1 Showcase Information

Program Name Career Connections: The Big Picture

School/Agency Fort Walton Beach High School

Address 400 S. W. Hollywood Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Alexis Tibbetts

850/833-3300		850/833-3311	clementsj@mail.okaloosaKIZ.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To empower the student to make informed choices concerning future education & career plans. To better inform parents and students of career options, graduation requirements and special programs. To better prepare students for graduation. To prepare teachers to disseminate information on careers, graduation requirements and special programs to students and parents.

Description:

Guidance and counseling at Fort Walton Beach High School has changed the way that we do business. We are involving teachers, students and parents in this process. Students are actually correlating the courses that they take in high school with their career goals by taking interest inventories, using CHOICES computer software and job shadowing opportunities to provide information about career choices prior to registration. Every parent is meeting with their student's teacher advisor for a 20-30 minute conference annually to update their Education and Career Planner. Teachers are provided substitutes while they meet individually with each student and parent. Teachers are gaining a better awareness of graduation requirements, course offerings and career/industry needs, special programs and the overall curriculum.

With the Bright Future Scholarships, 2.0 GPA requirement and statewide assessments our students must be informed in order to prepare for graduation and post-secondary school while still in high school. Students actually develop career and educational portfolios beginning with the ninth grade that follows them through high school and they take with them upon graduation. Our vision is to have this portfolio in electronic form and disk. Career interests, test data and academic history are reviewed annually and changes noted.

Evaluations from parents indicate that 98% of the conferences are excellent. Registration is much easier now that students have had a conference prior to registration and have focused on courses needed for next year. Videos on careers and scholarships are available for parents and students to review following the conferences. Senior seminars on college application, financial aid and careers are also made available.

Copies of the Education and Career Planner and the evaluation form may be obtained by calling Alexis Tibbetts at 850/8133-3300.

Region 1 Showcase Information

Program Name DCT (Diversified Cooperative Training)

School/Agency Fort Walton Beach High School

Address 400 S.W. Hollywood Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Glenn O'Shea or Susan Markel

850/833-3300		850/833-3311	smarkel@emeraldcoast.com
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To increase employability skills
To become productive citizens

Description:

Fort Walton Beach High School's DCT program is a vocational program open to all juniors and seniors. It's purpose is to provide occupational skills through classroom instruction and paid on-th-job training (OJT).

Fort Walton Beach High School believes all students benefit from the School-to-Work program. Therefore, DCT has an "open-door" policy, increasing enrollment to 180 students for the 1997-98 school year.

In-school instruction develops competencies in health, safety, and environment issues; professional, legal, and ethical issues; finance; leadership skills; communication skills; labor and human resources issues; economic and technical management; and technical and production skills.

On-the-job visits by the instructor are conducted once a month to evaluate performance and to plan in-school instruction related to employment.

Students are required monthly to complete time cards and employment evaluations. They are also required to keep a monthly budget.

Students are required to work a minimum of 15 hours per week. Areas of employment include the following:

Retail
Medical
Construction
Plumbing
Mechanics
Recreation
Food and Beverage
Air Conditioning Repair
Lawn Service
Electrical
Child Care

Region 1 Showcase Information

Program Name Health and Medicine Program

School/Agency Fort Walton Beach High School

Address 400 Hollywood Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Debra Boutwell

850/833-3300		850/833-3311	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Students will explore careers in the Health/Medical Profession though school-based and work-based activities. They will acquire hands-on experience and interact with medical personnel at school and in the workplace.

Description:

Fort Walton Beach High School has received a grant that provides school and work-based activities connected to the medical profession. Careers in the Health/Medical Occupations are considered to be increasing in demand and offer high earning and employment opportunities. We are in partnership with five health-related businesses.

There are two components of this grant: enriched classroom experiences for advanced science classes and a club for students planning to enter the medical profession. The enhanced science curriculum includes new equipment such as a sonogram-ultrasound machine and a micro-centrifuge. The students and teachers are receiving instruction from medical experiments. Students are also visiting medical workplaces such as: surgery, dentistry, radiology, neurology and others.

The club for Health/Medicine is for twenty-five students planning to enter the medical profession. They will become trained instructors in CPR/First Aid and will teach a first aid course to elementary students. They will participate in a disaster simulation planned by Emergency Medical Services. There are also plans to attend a pre-medical student convention at the University of Florida.

Region 1 Showcase Information

Program Name Okaloosa County Career Academy for Electronics and Applied Technology

School/Agency Fort Walton Beach High School

Address 400 S. W. Hollywood Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Cheryl Seals, Lead Teacher

850/833-3300		850/833-3311	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The mission of the *Academy* is to offer a professional/technical program for a diverse segment of Okaloosa County High school population that ensures preparation for pursuit of careers in Electronics and Applied Technology. This career preparation leads to responsible citizenship, and encourages interpersonal excellence. To accomplish this mission the following objectives have become a part of our School Improvement Plan:

(1) To implement a highly technical and innovative curriculum that will meet the needs of every student.
(2) To develop and implement a career occupation curriculum integrating academics and technical education.

Description:

Okaloosa County is home of two of the largest military installations - Eglin Air Force Base and Hurlburt Field Air Force Base. This attracts a large number of defense industries and government contractors to our area. The largest private sector employer in Okaloosa County is the high tech electronic industry. Fort Walton Beach High School is located within two to five miles of the Industrial Park and Hurlburt Field Air Force Base. To provide our high school graduates optimal employment opportunities in this area they must be electronically and technologically literate.

In 1995, Okaloosa County School system, established a *Career Academy* to link **Learning** with **Earning** for all students. The career theme was based on the goals of **Blueprint 2000** and the assumptions that applied academics, new instructional methods, integrated curriculum, advanced technology, and focused career areas enhance motivation and learning in all students. The mission of the *Academy* is to afford a rigorous interdisciplinary instructional program that ensures professional and technical preparation for pursuit of careers. This mission has been achieved through a strong partnership between the *Academy*, Okaloosa County Schools, community leaders, Eglin and Hurlburt Air Force Base personnel, Okaloosa-Walton Community College, local business, and industry.

The ultimate purpose of the *Academy* is to prepare high school students to continue their education through post secondary education and/or enable them to enter the job market upon graduation from the *Academy*. The program is built on a "**School Within a School**" model with an individualized approach to professional and technical teaching and learning which allows students of different abilities and varied learning styles to develop their own education plan. This is guided by counseling, goal setting, mentoring from local businesses, competency based curriculum, and performance based achievement.

Promotional materials are distributed to all eighth grade students in Okaloosa County. *Academy* personnel visits each middle school registration during February to explain the program and recruit students. A Curriculum Fair is also held during the month of February to allow interested students and parents to visit the *Academy* and meet teachers and see the curriculum. All media including radio public service announcements, Emerald Coast News, and Northwest Florida Daily News are used to advertise.

Region 1 Showcase Information

Program Name School to Career

School/Agency Fort Walton Beach High School

Address 400 S.W. Hollywood Blvd.
Street

Fort Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Alexis Tibbetts

850/833-3300		850/833-3311	clementsj@mail.okaloosak12.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide students with career exploration activities. By using personal interests, abilities, and experiences, they are able to make informed choices about future careers. They are also able to prepare themselves by planning their schedules to include courses related to these chosen career areas.

Description:

Freshmen and sophomores participated in the ACT Career Planning Survey. Individualized, computerized profiles are provided for each student that shows the career cluster best suited to their interests and self-rated abilities. These profiles are used as part of each student's parent-advisor conference to plan their future course of study. At the conference the student and parent are also given a career planning guide for further assistance.

Juniors spent several days doing a career research program called "CHOICES". This is a multiple-topic search (based on each student's personal data) that provides them with several specific occupations to consider. Each occupation is accompanied with a report that includes educational and training requirements, job outlook, average national and regional earnings, suggested temperaments and aptitudes, work environment and several other topics. Students are also able to match suggested careers with schools providing related courses of study. There is also a search provided for financial aid and scholarships available for chosen fields of study. Students are able to return to this program in the Career Lab and do a personal planner which will include a resume.

Region 1 Showcase Information

Program Name School-To-Work Comprehensive Plan

School/Agency Fort Walton Beach High School (FWBHS)

Address 400 Hollywood Blvd. S.W.
Street

Ft. Walton Beach	Okaloosa	Florida	32548
City	County	State	Zip

Contact Person: Alexis Tibbetts

850/833-3300		850/833-3311	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To provide participants with an overview of a four year comprehensive School-To-Work plan.

(2) To provide information of successful practices in increasing student opportunities to obtain high skill and high wage jobs in the community.

Description:

LIFESTYLES OF THE NETWORKED, OVERWORKED AND GOING TO WORK

Using a multimedia presentation FWBHS will present our comprehensive School-to-Work plan and career integration with connecting activities to the world of work. The staff and faculty at FWBHS is committed to every student achieving their maximum potential in their education and career. We desire to give every student at FWBHS an informed choice about the world of work. Three years ago our School Improvement Team implemented an individual student and parent conference for the purpose of educational and career planning. From this conference process we have developed an individualized four year educational and career plan for every student at our school.

In addition, we have integrated career awareness activities through Social Studies classes. With this school-to-work plan we expect to increase the number of students completing level 2 and 3 math and science courses and the number of students completing Gold Seal and Florida Academic Scholars. The main outcome is for them to be prepared through post-secondary training for a job by the year 2000. Administrators, parents, students and community leaders are all contributing to this effort.

SCHOOL-TO-WORK
CAREER EDUCATION INTEGRATION
F.W.B.H.S.

NINTH GRADE - **AWARENESS**

***CAREER PORTFOLIO** - Maintained by Work Advisor

***CHOICES** - Computer program for Career Awareness - 2 days in class

Goal 1: To enter individual information and provide a printout list of the occupations indicated.

Goal 2: To provide a computer generated report on at least one occupation.

***EXTENSION ACTIVITY** - Integrated into Social Studies. Student selects occupation of interest and records five facts from generated report. This is maintained in the Career Portfolio. Oral report in class.

TENTH GRADE - **FOCUS**

***CAREER PORTFOLIO** - Work advisory activity on career clusters

***CHOICES** - Computer program for Career Awareness - 2 days in class

Goal 1: Identify other occupations within the career cluster of choice.

Goal 2: Identify the following within the career cluster: education required, employability outlook, salary.

***EXTENSION ACTIVITY** - Integrated into Social Studies.

***CAREER FAIR** - Students choose a speaker within their selected career cluster and one other of their interest.

ELEVENTH GRADE - **AIM**

***CAREER PORTFOLIO** - Work advisory activity on specific occupation

***CHOICES** - Computer program for Career Awareness

Goal 1: Allow for another occupational search using desired: educational level, aptitudes, career areas, future employability.

***EXTENSION ACTIVITY** - Integrated into Social Studies. Interview with an individual working in the student's career choice. Form placed in career portfolio

***JOB-SITE FIELD TRIPS** - visit a job-site for actual work-place exposure.

TWELFTH GRADE -LINKS

***CAREER PORTFOLIO** - Complete educational planner, plans after high school, work experience, application to further education/training.

***CAREER LAB** - Using CIDS (Career Information Directory Service) search for financial aid, current job information etc.

***EXTENSION ACTIVITY** - Multi-media presentation of occupation of choice.

ALL GRADES

***CAREER COMPUTER LAB**- Availability to CHOICES and other career software for: additional research, scholarship information, job forecast, salary outlook.

***CAREER SPEAKERS BUREAU**

***PARENT FORUMS**

***INTERN/EXTERNSHIP** - Available as a course offering

***VTV VIDEO CLIPS** - Career clusters covered over a ten-spot series

***VIDEO CLIPS** - DCT students on the job, 4/year

Region 1 Showcase Information

Program Name Early Childhood Education 1, 2, & 3

School/Agency Niceville High School

Address 800 E. John Sims Parkway
Street

Niceville	Okaloosa	Florida	32578
City	County	State	Zip

Contact Person: Joan F. Peavy

850/833-4112		850/833-4267	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

1. To provide students with information about developmental stages of children.
2. Provide high school students with supervised and realistic "hands on" experiences in child care and early childhood education.
3. Develop the necessary skills for advanced Early Childhood Education high school students to be successful teachers.
4. To teach 20 hour and 10 hour HRS courses to Early Childhood Education 3 students to enable them to find employment in the child care field.

Description:

Early Childhood Education 1, 2, & 3 were established at Niceville High School to help students learn more about children. The experience they gain in child care and the elementary schools help them determine if they want to teach or work with young children. Early Childhood Education 1 is offered to 11th grade students. This is a prerequisite for Early Childhood Education 2 & 3 which are taken concurrently in the 12th grade. Taking both courses at the same time allows the students to go to local elementary schools and child care programs to work 2 hours during the school day. These students earn HRS, CPR, and First Aid certificates and receive much of the experiences intern teachers get.

Region 1 Showcase Information

Program Name Exceptional Student Education/Varying Exceptionalities Class 9-12

School/Agency Niceville High School/Okaloosa County School Board

Address 800 E. John Sims Parkway
Street

Niceville	Okaloosa	Florida	32578
City	County	State	Zip

Contact Person: Clara Scott

850/833-4112		850/833-4267	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To infuse career development and transition skills and concepts into academic subjects wherein the student becomes a productive and independent member of society.

Description:

The curriculum is based on life-centered learning activities for students enrolled in the varying Exceptionalities class grades nine through twelve. Academically based subject matter is not as relevant to the special needs population in terms of preparing them for real-life experiences. The class environment incorporates the English/Reading and Math into related course work such as Employability Skills, On-Job-Training, and Skills for Living.

Life-centered activities are accessed through local businesses (both city and county). At least once a week, students encounter learning away from the traditional desk and chalkboard. The activities occur at the business site. It is here that students gain hands-on knowledge relating to location and types of businesses, work experiences, purchasing and comparative shopping.

Services are also rendered at the school-base which is the source of funding for profit and expenditures. Money is generated by the sale of dinners, crafts and operation of the school store.

166

Region 1 Showcase Information

Program Name Gifted Externship Program

School/Agency Niceville High School

Address 800 E. John Sims Parkway
Street

Niceville	Okaloosa	Florida	32578
City	County	State	Zip

Contact Person: Richard Hernandez

850/833-4112		850/833-4267	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Provide students with an opportunity to experience professional association with their anticipated college majors. Gives "on the job experience"that allows students to choose a career with first hand knowledge of duties and requirements.

Description:

Students in this program select a profession they think would relate to a college major they plan to follow. As a team, the student and teacher find a mentor willing to provide assistance in the selected career. The mentor is responsible for providing the student a meaningful experience in the field to include hands on instruction and real world work experience for the student. A plan for what will be accomplished during the mentors association with the extern is prepared in an initial meeting between the student, mentor, and teacher.

The student is responsible for working with and learning from the mentor at least four hours per week. The student documents these hours in a work log. They also submit a journal on a weekly basis, describing their experiences in the program. Finally, the student prepares a comprehensive, 15-20 minute multi-media presentation at the conclusion of the semester documenting their experience as an extern.

Typical fields have been engineering, medicine, veterinary medicine, computer technology, education, music, accounting, zoology, leadership, and aeronautics.

Region 1 Showcase Information

Program Name Improving Learning Skills

School/Agency Okaloosa Applied Technology Center

Address 1976 Lewis Turner Boulevard
Street

Fort Walton Beach	Okaloosa	Florida	32547
City	County	State	Zip

Contact Person: Michael Ladner

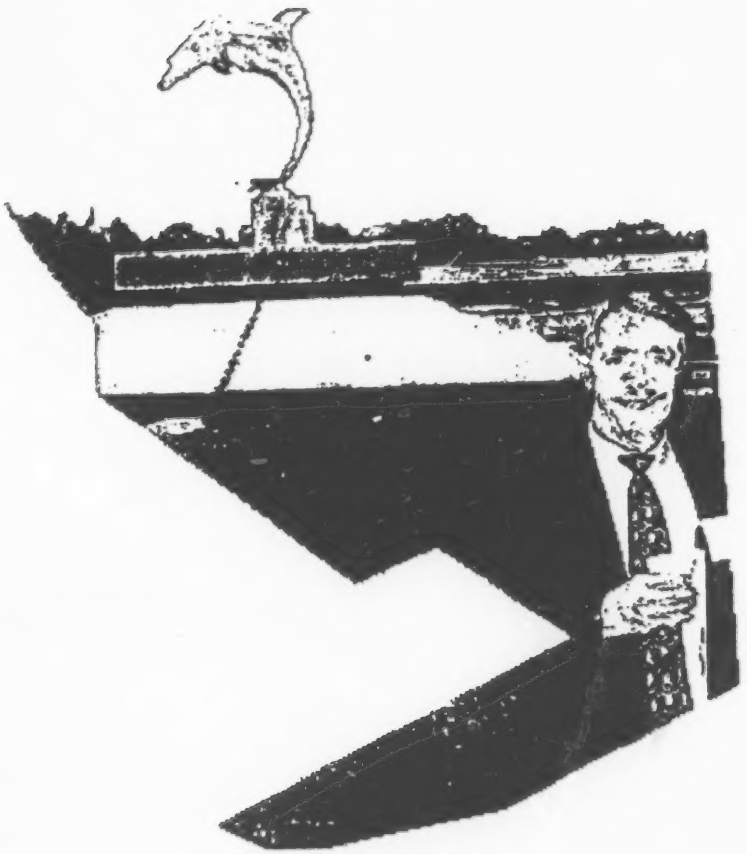
850/833-3500	850/674-3500	850/833-3466	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To improve levels of academic functioning for high school students enrolled at Okaloosa Applied Technology Center.
(2) To increase student achievement in terms of performance in vocational labs.
(3) To enhance student self-esteem through improved classroom performance.
(4) To reinforce student achievement in academic course work while in base school.

Description:
It has long been a general belief of faculty and staff that many of the high school students who enrolled at Okaloosa Applied Technology Center were lacking basic academic skills, and that this deficiency caused a significant interference with progress in vocational training. In order to prove this belief, a pilot program was suggested to determine whether high school students would require and benefit from remedial services. Due to time constraints, it was decided that this program would be limited to math computational skills only. Instructors from the Technical Resource Center volunteered to supervise initial and final testing, remedial planning, and tutorial services for those students accepted into the pilot program. Selected students did show significant impairment in math skills; however, after only fourteen hours (average) on intensive remedial instruction, marked improvement was indicated for the group. These results were studied by administration and Goal 3 committee members, and it was determined that the school would initiate a remedial program for all high school students beginning the fall semester, 1996. The secondary student population enrolled in the Okaloosa Applied Technology Center is a varied group. Of the 229 high school students who attended the center in the 1995-96 school year, 79 (35%) were documented as exceptional education recipients (MH, EH, SLD). In addition to these students, our center also houses three district programs: Teenage Parenting Program (TAPP), Severe Emotionally Handicapped (SED), and the Performance Based Diploma Program. A review of student records indicates that 62% of our secondary students are currently receiving support through alternative programming: discipline, exceptional education, drop out prevention, and drop out retrieval.

All Secondary students who were enrolled in a vocational program during fall semester, 1996, were tested to determine levels of academic functioning. Of the 222 students tested, 65% were found to be at least two years below grade level. Due to limited facilities and personnel, the remedial program presently includes ninety-six juniors and seniors.



SANTA ROSA

Region 1 Showcase Information

Program Name Cadet Program

School/Agency Milton High School

Address 5445 Stewart Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Jim Killingsworth

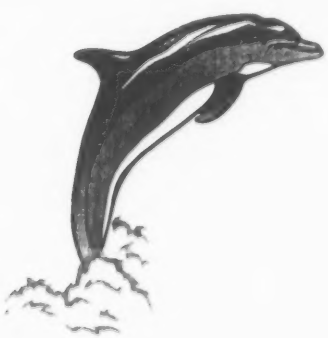
850/983-5600		850/985-5610	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) to learn of career opportunities in the area of law enforcement
(2) to have opportunities to participate in law enforcement activities
(3) to instill the idea that law enforcement officers are there to help elementary age children.

Description:

The Santa Rosa County Sheriff's Office Cadet Program was started during the 1993/94 school year at Milton High School. The program is designed to give high school Juniors and Seniors "hands on" experience in law enforcement and related fields. The cadets have a variety of responsibilities and participate in several community events. Among these responsibilities, the cadets visit elementary schools as role models, and assist with security at football and basketball games. Each of the cadets are issued a uniform and necessary equipment to perform community service duty. They are also involved in career shadowing opportunities at the Sheriff's office. The requirement to join the program include a minimum 2.5 G.P.A. and good school record. To date the cadets have dedicated over three thousand hours of community service to Santa Rosa County.



Region 1 Showcase Information

Program Name Guided Workplace Learning - Office Assisting

School/Agency Milton High School

Address 5445 Stewart Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Jack Williamson/Vicky Matthews

850/983-5600		850/983-5610	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: The Primary objective of this program is to allow students to actually use the skills learned in various business education classes in the different office settings on campus. Another important objective of the program is to provide these offices with assistants who look and act in the professional manner which is expected of office workers.

Purpose:

The purpose of this class is to provide students with the opportunity to gain practical, hands-on experience in certain "offices" on campus. This course is intended for students who have completed a vocational Gold Seal program or for a student who is enrolled in a course beyond the beginning keyboarding class and currently working towards completing a program. Students are placed in the main office, assistant principal's office, attendance office, and the library. Students are evaluated daily by "office supervisors" and are given a weekly assignment by the Workplace Learning Site Coordinator.

Age Level: The program is open to students in grades 10-12.

Strategies & Outcomes:

Students will demonstrate positive work habits found in existing offices today and apply knowledge and skills learned in the classroom to actual work situations. Students will participate effectively in interpersonal experiences with staff, supervisors, and in some instances the public. Participating in activities that provide experiences in various office situations will be required of all students. Students must also demonstrate application of knowledge regarding future career goals by researching careers and obtaining information on education, training, and experience required.

Region 1 Showcase Information

Program Name History of Santa Rosa County

School/Agency Milton high School/Santa Rosa County School Board

Address 603 Canal Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: J. Raymond Rogers

850/983-5058	689-5058	850/983-5067	rogersr@sy2000.santarosa.k12.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:
(1) Students read descriptive and narrative works and practice summarizing.
(2) Students learn through prewriting.
(3) Students study and practice descriptive and narrative writing.
(4) Students learn and practice interview techniques.
(5) Students learn local history.

Description:
English Teacher (Grade 9) -- Teaches and instructs as follows:
* Invites guest speakers from local community.
* Choral group sound crew videotapes guest speakers and edits the tapes.
* Students take notes and interview guest speakers.
* Students summarize each story
* Students peer edit (requires several edits).
* Students prepare a rough draft and then the final draft of their stories.
* Students prepare a project and an oral presentation covering one story to be presented to a history class.

Art/Photography Teacher (Grade 11-12) -- Teaches and instructs as follows:
* Teacher shows videotapes to photography and art students.
* The teachers and project participating students take an historical tour of the area.
* While on the tour, students photograph and videotape historical sites that are mentioned in the stories.
* Students develop pictures.
* Students in the art classes draw sketches from the photographs taken on the tour.

Business/Desktop Publishing Teacher (Grade 10-12) -- Teaches and instructs as follows:
* Teacher shows videotapes to the desktop publishing students.
* Students design and layout the pages for the literary work prepared by the English students and use the photographs and sketches prepared by the photography students.
* The layouts are taken to the local vocational school where the printing takes place.

Region 1 Showcase Information

Program Name Leadership Skills

School/Agency Milton High School

Address 5445 Stewart Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Gayle J. Cowley

850/983-5600		850/9983-5610	cowleyg@srpdc.k12.santarosa.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Local service agencies who rely on volunteer support are especially troubled by the lack of interest and skill among teenagers who appear to them to be lazy and unfocused, as well as indifferent to the needs of others.

Although Milton High School has participated in a variety of vocational and job training programs in the past, not one of those programs has actually provided students with community experiences outside the classroom on a regular basis. Our students seem to lack a strong work ethic, as well as self-confidence and motivation: Students in the 1995-96 MHS Climate Survey said that student attitudes about their school were the "lowest" achieved of all goals.

In addition to student attitudes, other data suggest that many students remain unengaged in learning activities. Despite 12.3% enrollment in dropout prevention programs, Milton High School only achieved a 63.8% graduation rate in 1996. Attendance rates decline steadily, and extracurricular organizations find it impossible to maintain consistent membership. At the same time, HSCT scores and Florida Writing Assessment scores dropped significantly in 1996. Average class size in every discipline exceeds the state average by up to 15 percentage points. Students and teachers alike find themselves frustrated by a traditional setting which seems remote from the rapidly changing community concerns, local workplace environment and global economy.

Students in this program are given instruction, demonstration, and opportunities for personal application in real-life experience in these goals:

* identifying, organizing, planning, and allocating resources, such as time and materials.
* identifying and using effective interpersonal communication skills
* acquiring, evaluating, interpreting, and communicating new information in a variety of technical and traditional formats
* recognizing and applying writing, reading, speaking, and listening skills in community meetings
* thinking creatively, making wise decisions, solving problems, and reflecting on what has been learned
* linking academic learning with community work-based service and social responsibility.

School, business, and community service agencies establish stronger links and better understanding:

* by integrating the curriculum to connect academic learning with work-place experience
* by providing service agencies with needed help
* by expanding opportunities and experiences beyond the constraints of both the classroom and the present school-to-work program with commitment to social responsibility
* by expanding opportunities for active learning, working with diverse populations within the community, improving attitudes and support towards local youth and creating responsible and committed citizens.

This program is available to all students enrolled at Milton High School, grades 9 - 12. **Any** student, regardless of gender, ethnicity, ability, career or educational plans, may register for the course and participate in its benefits. The only qualification required is parental permission to participate in off-campus

service learning. No pre-entry assessment will be provided, but upon initiation of the program, students will use a variety of instruments to identify and analyze their skills, interest, values, and goals and community needs.

Partnerships have already been implemented with Rhodes Elementary School, Santa Rosa County Health Department, Santa Rosa County Chamber of Commerce, Milton Children's Center, RSVP, Head Start, City of Milton, Milton Police Department, Milton Volunteer Fire Department, and West Florida Community Care, all of whom have agreed to continued involvement with the program. The University of West Florida's Educational Leadership Department has suggested a partnership, which has not yet been developed, that would link Milton High School with King Middle School and Hobbs Middle School in a collaborative project, and Santa Rosa Medical Center has offered positions in radiology and DNA laboratories.

This program meets all competencies identified in the Scans Report-America 2000:

I. Resources: Identifies, organizes, plans, and allocates time, money, material, and human resources.
II. Interpersonal: Participates a member of a team, teaches others new skills, serves clients, exercises leadership, negotiates, and works with diversity.
III. Information: Acquires, evaluates, organizes, interprets, and communicates information and uses computers to process information.
V. Systems: Understands, monitors, and improves social and organizational structures.
V. Technology: Selects and applies technology to tasks.

This program satisfies the components of **School-to-Work Opportunities Act of 1994**:

1. School-based learning 2. Work-based learning 3. Connecting activities

This program satisfies the community service component required by the **Florida Academic Scholars Program.**

This program address all **Goal 3 Standards** incorporated by the Sunshine State Standards adopted by the State of Florida that students will become information managers, effective communicators, creative and critical thinkers, responsible and cooperative workers, resources and systems managers, effective leaders, and multicultural sensitive citizens.

This program meets the goals of the **Regional School-to-Work Consortium** by

* Offering work-based opportunities through local businesses.
* Providing school-based technical and workplace training.
* Transferring knowledge from the classroom to the workplace.
* Fostering teamwork and a commitment to lifelong learning.
* Providing a means for career exploration and focus.

At least 50 students completed the program in 1996-97; 70 are presently enrolled in the program for 1997-98. Students in the class participate in a service learning project that enable them to learn and develop by taking an active part in organized experiences that meet actual community needs. Integrating service learning into the curriculum, the class prepares students to address and research community concerns and to develop a sense of responsibility that encourages action related to these issues. While in the classroom, students receive instruction and practice communication skills, time and stress management, decision making and critical thinking skills, leadership and team-building skills, and self assessment techniques.

After analysis of student skills, interest, and concerns and training in skills as identified above, students are placed in a community service agency at which they perform service learning activities during scheduled class time several days every week. Placement in service position, which involves input from students, parents, community partners, and faculty, is balanced by classroom activities which provide time for reflection and further training. Students ultimately prepare portfolios to synthesize their experiences. Adults in supervising agencies regularly complete written evaluations and recommendations for the students placed with them, and the teacher of the class regularly visits sites to monitor student performance. To date, every agency which has participated in the program has responded enthusiastically and requested more student placements in the future.

This project could be easily replicated statewide or in any geographic area with minimum modifications required by age or diversity of student population and availability of business partnerships.

Region 1 Showcase Information

Program Name SEW MUCH MATH!

School/Agency Milton High School/Santa Rosa County Schools

Address 103 N. Stewart Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Sally Wales, Instructor; Jack Williamson, STW Facilitator

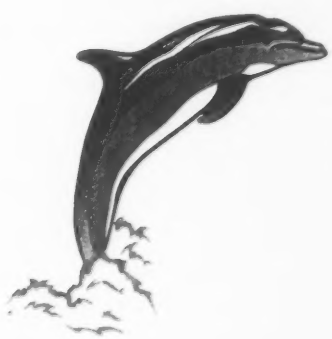
850/983-5600		850/983-5610	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To give students an opportunity to apply their geometry skills to design a quilt and their "dream home." To learn how to apply scale measurement procedures to house floor-plan and quilt block design.

Description:

Applied math students in grades 10-12 are instructed in the concepts of scale measurement and its applications.

1. Students practice their new skills by defining their dream house -- room sizes, amount of storage space, etc.
2. They draw a scaled-down floor plan to show the layout of the home.
3. Students are graded on originality, detail, proper use of terminology, practicality, and correctness of their scale.
4. Students practice scaled-up measurements by either designing their own quilt block design or by replicating the instructor's models.
5. Designs are 3" x 3" and must be scaled up to 9" x 9".
6. Once designs are checked, students make templates, choose their fabrics, and turn in the project with directions for Ms. Wales to sew.



Outcomes: The completed quilt will be on display this spring at Milton High School and/or the Santa Rosa County School Board offices.

Region 1 Showcase Information

Program Name P.I.L.O.T. (Partners in Learning through Occupational Training)

School/Agency Pace High School

Address 4065 Norris Road
Street

Pace	Santa Rosa	Florida	32571
City	County	State	Zip

Contact Person: Martha Etheredge/Linda Adams

850/995-3600		850/995-3620	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

1. The objectives of this program are to allow students with varying disabilities the opportunity to gain work related skills through placement in community-based job experiences with supervision.
2. To identify potential careers available in the community.
3. To provide the opportunity for students to express personal strengths and weaknesses to include physical and cognitive abilities.

Description:

Purpose: The purpose of this class is to form partnerships with local businesses that will provide a link for students with varying disabilities in the transition from school-to-work.

Age Level: Students in grades 10-12 participate in this program.

Strategies & Objectives: Students will demonstrate appropriate work attitudes and self-reliance skills in non-paid positions. As they rotate to various job sites in the community, they will continue practicing safety procedures and grooming skills, as well as utilizing appropriate decision making skills. Students will benefit by becoming a member of potential employee pool, earning high school credit and having an opportunity to earn a workers certification card.

Region 1 Showcase Information

Program Name W.O.W (World of Work)

School/Agency Pace High School

Address 4065 Norris Road
Street

Pace	Santa Rosa	Florida	32571
City	County	State	Zip

Contact Person: Martha Etheredge/Linda Adams

850/995-3600		850/995-3620	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To give students unique opportunities to learn and achieve in a work setting by combining the Santa Rosa County Chamber of Commerce project - Worker's Certification and a school-based enterprise that will eventually fund itself. Students will develop employability skills and explore career opportunities and requirements.

Description:

1. Create eligibility for the Worker's Certification Card while piloting the program for the Chamber of Commerce and develop a personal career portfolio in the process.
2. Develop a student-based organizational committee that will serve in creating, critiquing, and correcting our pilot program and enterprise.
3. Develop an on-going enterprise that will fund itself and out-of-school learning trips.
4. Allow students to work in a variety of capacities.
5. Visit work sites to examine job possibilities with varying requirements.
6. Mentor certificate and/or post-secondary training programs with Locklin Technical Center and local businesses.
7. Take advantage of academic time to develop and practice work (and related life) skills.
8. Use the initiatives of the school improvement plans, Career Connections and the Worker's Certification to the benefit of all programs, and most of the students.

Region 1 Showcase Information

Program Name Dual Enrollment Chemistry

School/Agency Milton High School/Pace High School/Pensacola Junior College

Address 5445 Stewart Street/4065 Norris Road/Pensacola Junior College Milton Campus
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Jack Williamson/Dr. Dick Bedics (PJC)

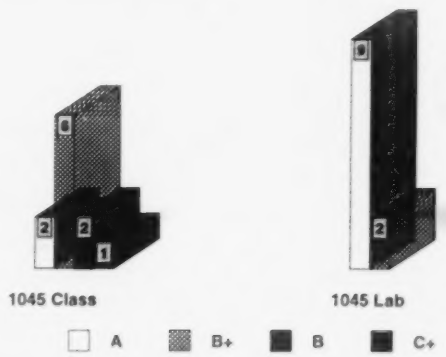
850/983-5600		850/983-5610	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To understand theories, concepts, and mathematical relations in chemistry.
(2) To understand how chemical concepts are applied in local industries.
(3) To understand careers available in local chemical industries.

Description:

Dual enrollment chemistry was a cooperative project between Milton High School, Pace High School, and Pensacola Junior College, Milton Campus. The course was developed for high school students to take Chemistry 1045 and 1045 lab for four hours credit during Summer Term B at the Pensacola Milton Campus. Students were taken on lab visits to Champion International, Sterling Fibers, and Air Products and chemicals. These visits were part of the School-to-Work Initiative which allowed students to see how concepts of chemistry are applied in local industry and to review various careers in the local chemical industries. Students who participated in this program had successfully completed Chemistry II and Trigonometry in high school. They had to hav[illegible] qualifying grades also on the CPT, ACT, or SAT tests for dual enrollm[illegible] chemistry during the summer term at Pensacola Junior College.



1998 Grade Distribution

Region 1 Showcase Information

Program Name Santa Rosa Career Shadowing Day

School/Agency Santa Rosa School Board

Address 603 Canal Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: J. Raymond Rogers

850/983-5058	689-5058	850/983-5067	rogersr@sy2000.santarosa.k12.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

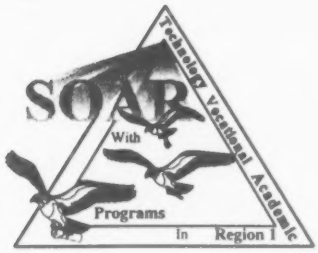
Program Objectives:

(1) To give elementary, middle and high school students an opportunity to shadow a person in a career of their choice.
(2) To allow students an opportunity to determine if a chosen career is actually one they want or not.
(3) To reinforce a student's employability skills.
(4) To give the student a realistic view of proper work ethics and attitude.

Description:

The Santa Rosa Career Shadowing Day is a joint effort between the local Chamber of Commerce and the Santa Rosa County School Board. We have, approximately, 160 students from grades 5,8,10, 11 and 12 that participate in this program each year. At the present time, there are sixty to eighty local businesses, industries, and governmental agencies that participate each year. This project is financed each year with donations from local businesses and industry. A facility to pair the students with their career partner is provided by the U.S. Navy at Whiting Field. This project is promoted by the chamber of Commerce Newsletter, local newspaper articles, and letters mailed to participating businesses.

Region 1 Showcase Information



Program Name Santa Rosa Connection

School/Agency Program is being implemented at King Middle School, Pace Middle School, Hobbs Middle School and S.S. Dixon Intermediate School

Address Santa Rosa County School Board, 603 Canal Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: Carol Calfee, Project Manager

850/983-5011	689-5054	850/983-5011	carolc5990@aol.com
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

This program was established as a middle-school, School-To-Work initiative in 1995. The program objectives are to improve student performance through the implementation of five objectives as follows:

(1) ***Creation of a network of middle schools*** which breaks traditions, demonstrating state and national leadership in the implementation of the Florida Sunshine State Standards.

(2) ***Establishment of significant school-to-work activities and opportunities*** (which have been limited to certain high schools) focused on career exploration, SCAN's competencies, and internships with businesses and community partners.

(3) ***Making meaningful and substantive the role of community and business partners*** in middle school reform oversight, curriculum change, new instructional methods, student assessment, and in harnessing the expertise of non-school professionals for team-teaching.

(4) ***Providing an arena for reform of teacher training and sites for hands-on learning for practical students*** from the University of West Florida which can be replicated by colleges of education nationally committed to the overhaul of middle school education practice.

(5) ***Utilization of concepts and project-based learning strategies*** for all students which have been limited at the middle school level to those few students enrolled in gifted classes.

Description:

Santa Rosa Connections is a comprehensive middle school reform undertaken through commitment to school-to-work strategies. Activities include reform in the areas of organization, environment of learning, curriculum, instructional methods, policies and practices and school-to-work activities. Activities for students' include education field trips to business and industry, guest presenter, SCANS curriculum activities, job shadowing, mentoring experiences, leadership activities, and a wonderful variety of project-based learning activities.

Teachers are receiving training in a wide variety of areas including project-based curriculum development, integration of technology, and using SCANS and alternative assessments. A community-based steering committee provides input and direction for program activities.

One of the highlights of the school year was the selection of one of the projects developed at Hobbs Middle School as the foundation for the creation of a "virtual training center" for the Sunshine State Standards. The school-to-work project, in collaboration with the University of West Florida, will be a model lesson planning
tool on a new "connected" CD-ROM.. that will be available statewide in May, 1997. The CD-ROM. will provide "just in time" training for pre-service and in-service teachers across the state through a variety of resources including a Best Practices database, the model lesson plan from Hobbs, a tutorial library, an electronic circular planning tool, Internet links and an on-line help system that incorporates text, graphics and video. The training CD-ROM. will also be available across the Internet to any teacher in the world!

Other successes from the Connections project include: The production of 33 project-based learning units across the network of schools, a reduction of behavioral referrals at one site, a promotion rate of 98.3%, inclusion of school-to-work activities in School Improvement Plans, the initiation of the use of a supplemental SCANS report card, organizational changes, and outstanding community participation in steering committee meetings.

What promotional strategies were used?

Two outstanding teachers were placed on special assignment to work directly with the four school sites. The monthly steering committee meetings provide an on-going communication mechanism for program participants. Our key partners in the effort (the United States Navy, Chamber of Commerce and business partners in the community) have been active participants in the meetings. We provide a variety of local media coverage through press releases, articles, one-page career education pages, radio broadcasts and brochures.

What supporting materials used?

The major source of funding is through a Goals 2000 grant through the Department of Education. The summer program includes a mentoring component for females matched with non-traditional and high-wages careers. This is funded through a School-to-Work grant. The collaborating partners provide a solid base of in-kind support.

Region 1 Showcase Information

Program Name Worker Certification

School/Agency Santa Rosa County Schools/Santa Rosa Chamber of Commerce/ Milton Jobs and Benefits Ctr.

Address 603 Canal Street
Street

Milton	Santa Rosa	Florida	32570
City	County	State	Zip

Contact Person: J. Raymond Rogers

850/983-5058	689-5058	850/983-5067	rogersr@sy2000.santarosa.k12.fl.us
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

To increase the success and competitiveness of both the business and employee by instilling an understanding and commitment to the following five critical areas of job performance:

(1) personal responsibility
(2) knowledge of free enterprise
(3) communications
(4) critical thinking/problem solving
(5) appropriate workplace behavior.

Description:

Key business leaders of Santa Rosa County were asked to attend a meeting with educators and Chamber of Commerce members. This meeting was called in order to examine a process to improve the quality of workers in the community. This group listed and prioritized thirty-nine work ethic concerns which were narrowed to five intended outcomes for a worker certification program:

(1) Understanding how to assume personal responsibility in the workplace.
(2) Demonstrating communication skills.
(3) Demonstrating the ability to think things through by using critical thinking and problem solving skills.
(4) Developing a knowledge of the free enterprise system.
(5) Understanding work ethics and behavior.

The worker certification program was developed to teach specific skills and behaviors that comprise good work ethics.

Steps for worker certification:

(1) Complete course curriculum and pass final exam.
(2) Demonstrate skills and proper work behavior
(3) Receive laminated wallet certification.

Course Offering

Secondary - This program is offered in several elective courses at Milton High and Pace High schools. These courses are Leadership Skills, Blueprint for Professional Success, and Diversified Cooperative Training.

Post-secondary - The program is being offered at the local Jobs and Benefits Office, Santa Rosa Adult School, and the Santa Rosa County Headstart program.

Information on **certification card** that is provided to possible employer:

(1) attendance
(2) grade point average
(3) social security number
(4) types of work-based learning experiences
(5) extracurricular activities

WAKULLA

Region 1 Showcase Information

Program Name Project C.H.I.L.D.

School/Agency Medart Elementary & Shadeville Elementary

Address 2558 Coastal Highway 45 Warrior Way
Street

Crawfordville	Wakulla	Florida	32327
City	County	State	Zip

Contact Person: Karen A. Lanier

850/926-7155		850/926-5044	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The ultimate goal is to make more students become successful learners. By the time students complete elementary school, they need to be competent in the foundation skills of reading, writing, and mathematics and should possess the ability to think critically and solve problems.

Description:

Project C.H.I.L.D. (Computers Helping Instruction and Learning Development) is an innovative computer integrated learning system for the elementary school. It encompasses the subject areas of Reading, Language Arts, and Mathematics for kindergarten through fifth grades.

Grades K-5 are clustered as primary teams (K-2) and intermediate teams (3-5). Classrooms serve as subject area learning centers for a part of each day. The classroom learning centers contain activity stations for hands-on, paper-pencil, textbook, and computer activities.

For three year spans, students are guided through the units by a team of three teachers. Thus students will have curriculum specialists who understand their needs and long term development progress in the primary grades (K-2) and the intermediate grades (3-5).

Project C.H.I.L.D. seeks to restructure the learning environment in today's elementary school creating a bridge to the school of the future. Together teachers and students will begin a journey toward a future where more students can experience success in the joy of learning.

Region 1 Showcase Information

Program Name Building Careers & Partnerships: Fla. DEP & WMS at Wakulla Springs

School/Agency Wakulla Middle School

Address 22 Jean Drive
Street

Crawfordville	Wakulla	Florida	32327
City	County	State	Zip

Contact Person: Jo Ann Daniels, Principal

850/926-7143		850/926-3752	danielj2@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To help students develop an appreciation of the local environmental community and the need to protect our valuable resources.
(2) To help students understand the Leon-Wakulla Karst* system, the extensiveness of its impact on us, and our impact on it.
(3) To provide a critical thinking and analysis experience where students take on the role of a primary investigator.
(4) To show students how real life problems are identified, investigated, and solved.

Description:

This is a comprehensive field trip investigation activity made possible by the dedication of the Florida Department of Environmental Protection and the cooperation of the Wakulla Springs State Park. Over a three day period, 450 students, parents, and teachers from Wakulla Middle School, rotate through stations that each deal with some aspect of hypothetical contamination of Wakulla Springs. Students learn the step by step procedures involved in the investigation from drilling and water sampling to chemical analysis and data interpretation. They learn how a site is located using the Penetrometry Direct Push Geoprobe system, how a temporary well is bored, how a sample is collected, and how the integrity of the sample is insured. Students also learn how the flow of water below the surface is determined. They observe a mobile chemical analysis unit and the equipment used to determine the type and degree of pollution present in a sample. In addition, the students collect specimen samples from the Springs, use microscopes for closer study, and learn about cave diving. Students are able to interact with and question a variety of specialists including well drillers, surveyors, biologists, geologists, chemists, cave divers, environmentalists, equipment operators, and park rangers. This activity allows students to partake in experiments and demonstrations which expose them to the unique, intriguing careers possible in the field of science and related areas.

*Karst - An area of irregular limestone in which erosion has produced fissures, sinkholes, underground streams and caverns.

Region 1 Showcase Information

Program Name On the Job with Technology

School/Agency Wakulla Middle School

Address 22 Jean Drive
Street

Crawfordville	Wakulla	Florida	32327
City	County	State	Zip

Contact Person: Angie Walker

850/926-7143		850/926-3752	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To demonstrate the relationship between classroom learning activities and the technologies used in today's work environment.
(2) To promote opportunities for students to learn from career professionals.
(3) To provide hands-on experience with technology.
(4) To expose students to real world work experience.

Description:

Wakulla Middle school is located in a rural community of North Florida. The technology program was designed to promote an environment which represents students working at a real job using technology that is found at actual job sites. The class is made up of seventh and eighth graders using a module approach to accomplish our desired goals.

The Wakulla Middle School technology education program is based on students entering the program by first applying for the class using job applications and letters of reference. While no one is excluded from these forms of initiation, this sets a tone for the basis of the program: students learning skills which prepare and expose them for the work force. The core of the program involves students being given a task, a time frame to accomplish the task, and a salary given for their accomplishments and efforts. Community members, one for each module in the room, come to do an overview of how the particular kind of technology used in the classroom is actually used at their job and we later take a field trip to the actual place of business. They fill out a job application with a letter of reference and one or two students are selected to spend a day at that place of business. There are 13 different modules in the class, therefore, 14 different businesses are involved. The following is a list of modules used: Plastics, CAD, Automotive Engineer, Robotics, Computer Animation, Pneumatics, Multimedia, Desktop Publishing, Digital Graphics, Digital Electronic Control, Light and Fiber Optic, Drafting, Physics, and Computer Numeric Control. Students must maintain a C average or above and must exhibit excellent behavior to be considered to job shadow.

Region 1 Showcase Information

Program Name Wildcat Enterprises

School/Agency Wakulla Middle School

Address 22 Jean Drive
Street

Crawfordville	Wakulla	Florida	32327
City	County	State	Zip

Contact Person: Emily Peterson

850/926-7143		850/926-3752	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

Wildcat Enterprises is a school-based business run by student employees for a profit. This program, part of a career education class at Wakulla Middle School, was developed to teach special education students basic economic and vocational concepts by providing them with hands on work experience. In addition, the program offers the students the opportunity to participate in exploratory career clusters designed to meet the special needs of handicapped students.

Description:

Wildcat Enterprises is presently comprised of five small businesses. Each student is required to complete a job training module, fill out an application form, and complete a job interview. Training is also provided in finance skills as each student receives compensation in the form of a "paycheck." During employment, each student is evaluated on job performance, job skills, appropriate communication skills, and completed projects. Failure to comply or perform can result in the student being fired from his or her job. Every effort is made to ensure that the work experience simulates a real life experience.

The career exploratory module introduces the students to a wide variety of appropriate job choices for the future. School-based and on site activities are utilized. Students visit selected sites chosen from career clusters. Students fill out observation forms and write articles for a class publication after each visit. Documentation includes photographs taken during each visit. (Reports, photographs, and follow up interviews are organized into publication form, i.e. class magazines, newspapers, or journals.) Each student is required to complete a publication at the conclusion of the module.

Recognizing the input from local businesses is vital to success. Wildcat Enterprises has actively sought participation from the community. Our sponsor, True Value Hardware, contributes material each year. In addition we supply the Christmas decorations for Sprint Cellular Corp., Rotary Club, and the employees of Wakulla Middle School. Our business partner, Hefty Publishers, has trained our student employees in book binding and computer skills on site at their plant in Pensacola. Students are trained at day care facilities, and learn cake decorating in the grocery store bakery. Our goal is to prepare students for entry into the work force, to instill a work ethic, to understand the money for goods and services system.

Region 1 Showcase Information

Program Name Technology Studies and Principles of Technology (Applied Physics)

School/Agency Wakulla High School

Address 3237 Coastal Highway
Street

Crawfordville	Wakulla	Florida	32327
City	County	State	Zip

Contact Person: Beth O'Donnell

850/926-7125		850/926-8531	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

Description:

Technologies Studies is a one to three year program, which consists of students working in teams of two at twelve different modules on a rotational basis. Some of the modules include light and fiber optics, robotics, the biosphere, pneumatics and hydraulics, and sign making.

Principles of Technology (Applied Physics) courses are taught to eleventh and twelfth graders. These courses replace general science classes with lessons in hands-on technology as it applies to the workplace. Students who may otherwise have never been exposed to physics concepts are learning how these concepts affect everyday life.

Region 1 Showcase Information

Program Name Home Health Aide Class

School/Agency Wakulla Educational Center/Wakulla Adult & Community Education

Address 87 Andrew Hargrett Sr. Road
Street

Crawfordville	Wakulla	Florida	32327
City	County	State	Zip

Contact Person: Michelle Snow

850/926-8227		850/926-2446	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

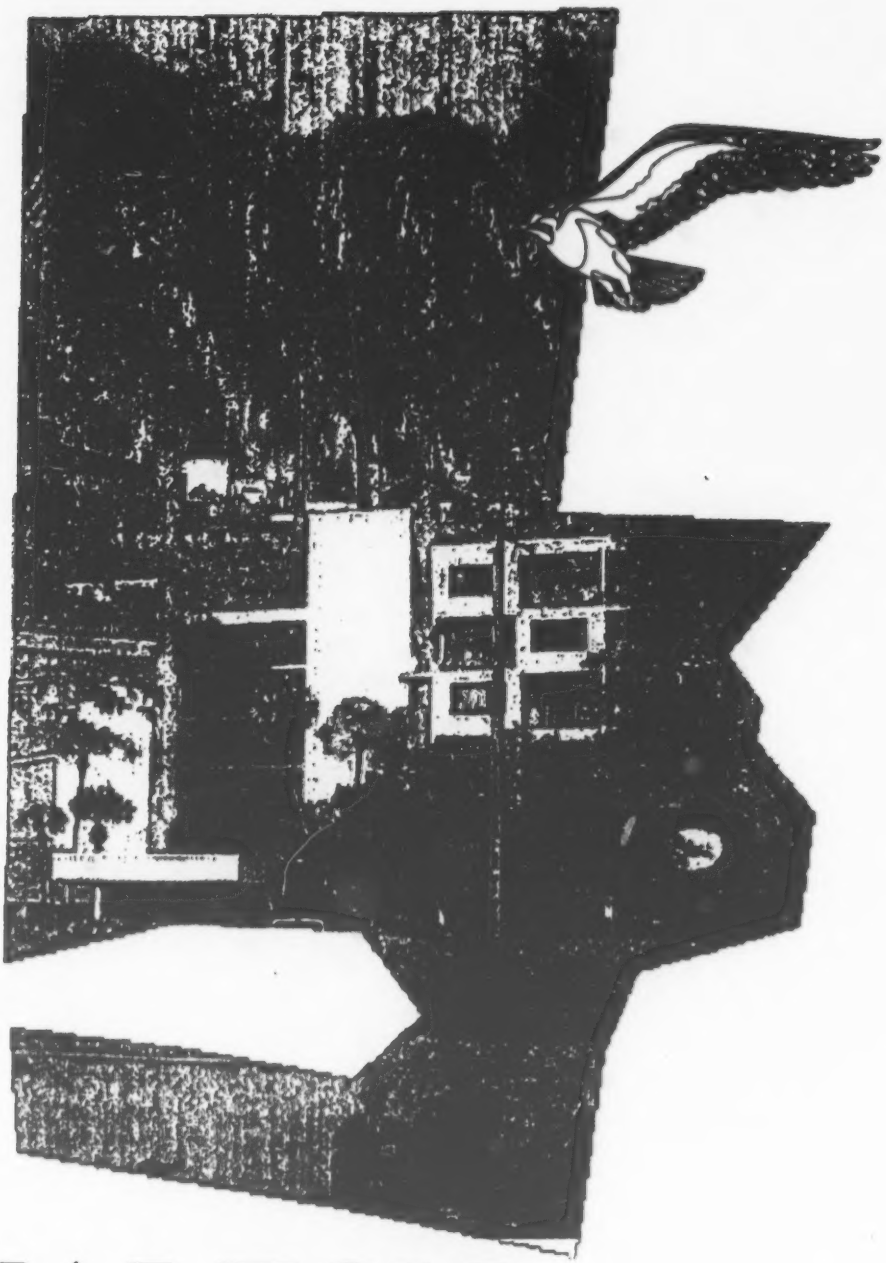
Program Objectives:

To prepare adult vocational students to pass the test for state certification and successfully enter the workforce as a Home Health Aide.

Description

The need for qualified Home Health Aides is steadily increasing in our society, with the increased life span being experienced by many of our citizens and the concomitant burden being placed upon their adult children to care for them. To answer this need, Wakulla Adult & Community Education developed a course with standards established by Medicare guidelines. The curriculum was developed and the course is taught by a Registered Nurse. The program serves approximately 18 - 25 people per class and the class is taught twice per year. It is a 75 hour program, and has grown so much in the five years of its existence that an additional class has been added. Students learn to personally attend to patients who are perhaps just returning home from a hospital stay or experiencing some other sort of health crisis by mastering such skills as bathing, feeding, and transferring clients, monitoring/assessing vital signs, and notifying medical personnel of any changes they have noted in their clients. These workers are considered front-line personnel in the health care of their clients.

The class enjoys a 90% retention rate, and if the student completes the course, he/she generally passes the practical as well as the written examination for state certification. The employment rate for program completers is quite high, and many go on to complete the state examination for Certified Nursing Assistant, and pass without having to take that course because of the excellent training they have already received. Prerequisite: High School Diploma. The program currently serves students not only for Wakulla County, but also Franklin, Gadsden, Taylor, and Leon Counties.



WALTON

Region 1 Showcase Information

Program Name Academy at Sandestin

School/Agency Academy at Sandestin

Address 9300 Hwy.. 98 West - Administration Drive
Street

Destin	Walton	Florida	32541
City	County	State	Zip

Contact Person: Anita Sloan

850/267-1526 x 1527		850/267-1550	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

The purpose of the Sandestin Academy is to provide students with the academics required for a Florida High School diploma and, at the same time, prepare students for the business world by providing hands-on experiences through a curriculum built around the hospitality/resort industry.

Description:

The Academy at Sandestin, located on Sandestin Resort, is a cooperative effort between Freeport High School and Sandestin Resort, Inc. High School juniors and seniors receive their instruction through a combination of computer assisted instruction, integrated "hands-on" learning activities, and traditional classroom instruction. Evaluation is modified performance-based. The program, which has grown from twenty-two (22) students in 1994-95 to fifty-four (54) students in 1996-97, is very popular among students of all ability levels. It has provided an alternative method of education for students ranging from the lowest level through honor students.

Region 1 Showcase Information

Program Name Bridging the Gap to Learning

School/Agency Freeport High School

Address 360 Kylea Laird Drive
Street

Freeport	Walton	Florida	32439
City	County	State	Zip

Contact Person: Sheri Helton

850/835-4212		850/835-4935	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) Design a program which encourages student ownership through alternative assessment and methodologies.
(2) Transform theory into practice "The Real Work" by implementing curriculum in a low-density rural school.
(3) Assess the process rather than the product.
(4) Create an atmosphere which encourages success through individual learning styles.
(5) Promote high-order thinking skills to the *average* student.
(6) Implement an integrated curriculum meeting state established criteria and performance based goals.

Description

Bridging the Gap to Learning is an approach to integrated studies in English and History. By combining hands-on creative projects with an in-depth look at the Culture of America, the two content areas (English and History) blend together to encourage holistic learning and critical thinking skills. In addition, by utilizing a chronologically based thematic curriculum, students combine historical knowledge, exposure to American Literature, and communications skills (both written and verbal). The use of a variety of assessment methodologies (e.g. portfolio, projects, quizzes, daily assignments) and performance-based instruction are integral features of this program. Furthermore, since the two classes are integrated, students benefit by receiving joint grades in each class, thus providing students from culturally disadvantaged and diverse backgrounds opportunities to excel.

Region 1 Showcase Information

Program Name Desktop Publishing

School/Agency Paxton High School

Address P.O. Box 1168, 21893 Hwy. 331 North
Street

Paxton	Walton	Florida	32538
City	County	State	Zip

Contact Person: Janet Currid

850/834-2112		850/834-3715	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

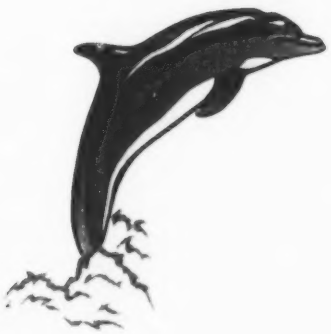
Program Objectives:

The purpose of the program is to provide students with a foundation of knowledge and technically oriented experiences in the study of Desktop Publishing, and to prepare them for employment in this occupational area.

Description:

The program is designed to acquaint students with design tools and products that can be created to support a variety of business objectives.

Walton County School District implemented Desktop Publishing as a course and program under Tech Prep for the first time in the Fall, 1996, semester.



Region 1 Showcase Information

Program Name WEAVE Program

School/Agency Walton County Vocational Technical School

Address 761 North 20th Street
Street

DeFuniak Springs	Walton	Florida	32433
City	County	State	Zip

Contact Person: Bob Biletnikoff, Transition Specialist

850/892-8240		850/892-8151	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

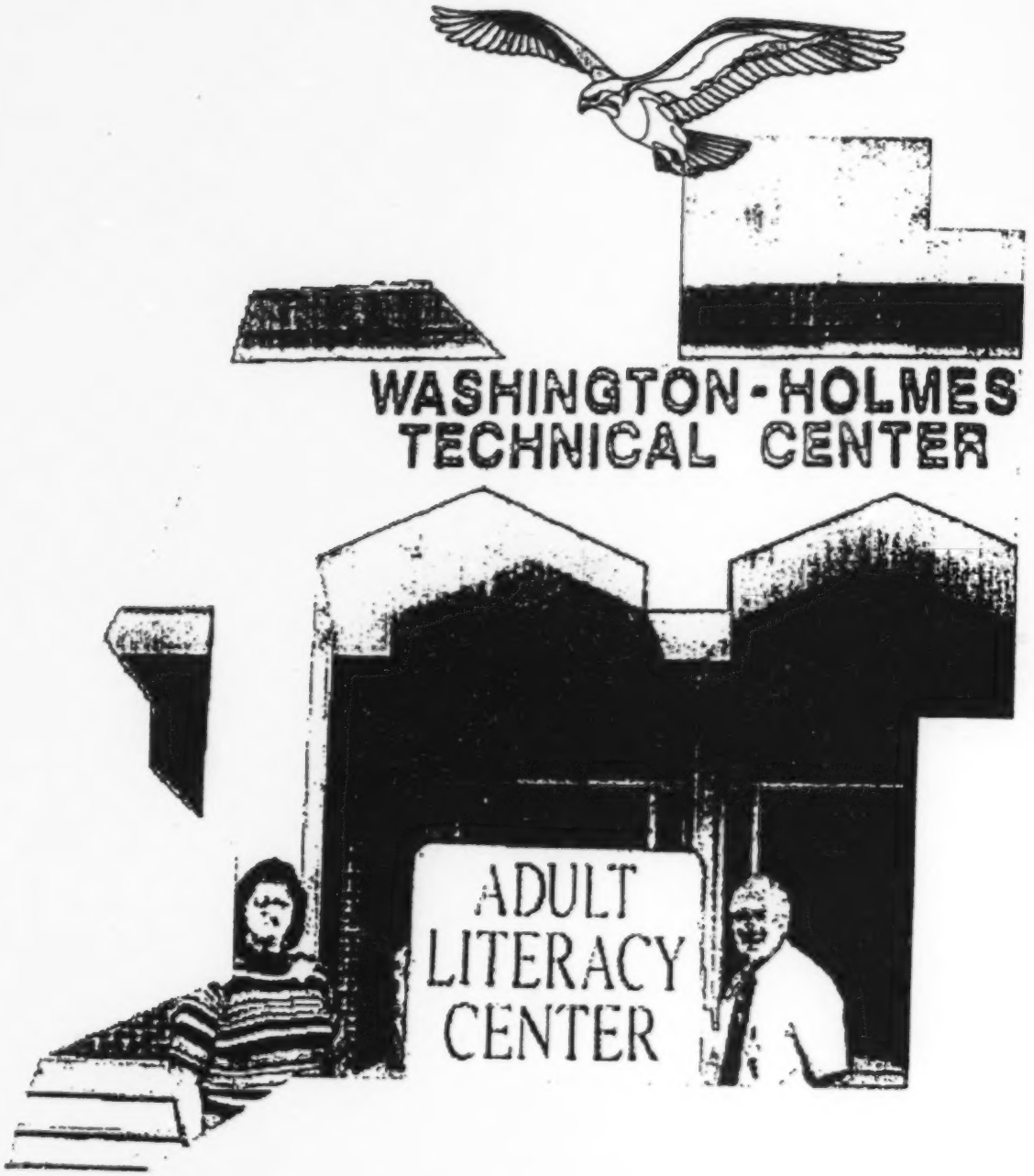
The WEAVE Program was established in 1989 to provide comprehensive transition services to all secondary students with disabilities.

Objective: To prepare all secondary students with disabilities for the world of work.

Description:

The main focus for the WEAVE Program is providing job preparatory training and participation in competitive employment for all secondary students with disabilities. These students participate in a variety of programs such as: Marketing Skills, Carpentry Skills, Masonry Skills, Auto Technology, and Electrical Wiring. Each student enters these programs with pre-established modified occupational completion points and a transition plan that reflects goals and responsibilities. Teaching strategies are modified to be compatible with each students learning style. Curriculum-Based Vocational Assessment (CBVA) is utilized to determine each student's weaknesses and strengths. Competitive employment (private sector employment) is combined with each student's job preparatory training. Job coaching services are an integral part of a student's competitive employment experience. The job coach provides job development, job placement and continuous support services to help each student have a successful work experience. Since its inception, the WEAVE Program has placed **144 students** into competitive employment with an **average yearly retention rate of 88%.** A great deal of cooperation has been developed between the WEAVE Program, exceptional student education, vocational education and the business community of Walton county.

Setting: Rural
Population: 5,000


WASHINGTON-HOLMES
TECHNICAL CENTER
ADULT
LITERACY
CENTER

WASHINGTON

Region 1 Showcase Information

Program Name Family/Community Involvement Program

School/Agency Vernon Elementary School

Address P.O. Box 527
Street

Vernon	Washington	Florida	32462
City	County	State	Zip

Contact Person: Mary Hill

850/535-1791		850/535-1437	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To increase community and parent involvement in student learning. To identify parents and the community members as volunteer resources to enhance educational activities.

Description:

This program was designed to increase the involvement and interaction of the community and parents with their children's learning process and learning environment. The program includes parent resource workshops, the computer assisted learning program, a family fun night, parent newsletters, and student recognition of their parents. This program has been a significant contribution toward **Vernon Elementary School winning the Little School House Award for Volunteers** for the last several years.

Parent Resource Workshops

Evening workshops are scheduled throughout the school year to provide parents information on assisting their children in learning. Workshops include topics such as:

- Getting Involved in Education
- The Troubled Child
- Helping with Homework
- Purchasing a Home Computer (usually scheduled a month before Xmas!)

Computer Assisted Learning Labs

The computer lab is regularly scheduled by grade and class for parents and students to use during the evening hours. This has provided parents with an awareness of how computers are used in their children's education and allows parents to spend time with their children using various computer applications. These sessions are always filled to capacity.

Family Fun Night

Vernon Elementary has sponsored a Family Fun Night for the last two years with tremendous success and attendance. Fun Night provides a spaghetti supper followed by learning activities sessions that parents and children can attend together. Some of these entertaining sessions include:

1) storytelling,
2) family sing-a-longs,
3) line dancing,
4) using the newspaper for learning, and
5) literacy programs.

Over 700 parents and students participated, which represents at least 75% of the student enrollment, and report having a terrific time.

Parent Newsletters

A parent newsletter is sent home every six weeks with the children's report cards. This newsletter recounts special events and achievements during the past six weeks and announces upcoming activities and important issues that will impact their children's education.

Parent Recognition

Children participate in giving Mom and Dad some special recognition. "Muffins for Mom" and prepared and delivered on Mother's Day and "Donuts for Dad" are also sent in late May (since Father's Day occurs after the end of the school year).

Region 1 Showcase Information

Program Name Young Authors Conference

School/Agency Vernon Elementary School

Address P.O. Box 527
Street

Vernon	Washington	Florida	32462
City	County	State	Zip

Contact Person: Mary Hill

850/535-1791		850/535-1437	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To promote process writing initiatives and skills supporting the Florida Writes Program. The program is intended to:

- ☺ increase student abilities and motivation to write;
- ☺ establish a conducive atmosphere for writing and reading;
- ☺ encourage lifelong writers;
- ☺ recognize student achievement.

Description:

This program is targeted for students in grades 4, 5, and 6 who have exhibited achievement in writing, poetry and art. Eight students are selected from each class to attend the mini-conference at a special conference location. Students have the opportunity to attend several concurrent sessions during the day including a luncheon with a special keynote speaker. Art, literature and communication professionals prepare informational and training sessions for the student participants. Presenters include:

1) poets,
2) painters,
3) literary authors,
4) storytellers,
5) newspaper reporters,
6) cartoonist,
7) theater and drama experts,
8) TV producers, and
9) TV journalists.

The wrap-up session for the conference divides the students into small groups with an adult leader to share what they learned and new ideas. The most common response from the students on their program evaluation is: "please invite me back next year!"

Region 1 Showcase Information

Program Name Career Shadowing

School/Agency Roulhac Middle School

Address 651 Pecan Street
Street

Chipley	Washington	Florida	32428
City	County	State	Zip

Contact Person: Phil Flater

850/638-6170	769-6170	850/638-6319	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide students with opportunities to learn about and experience a wide variety of occupational groups. Students learn how education, employability skills, and ability impact success in the workplace.

Description:

Roulhac Middle School Career Shadowing is a joint effort between the Washington Holmes Technical Center and Roulhac Middle School. All eighth grade students at Roulhac Middle School are given the opportunity to participate in this program.

Instructors from the Washington Holmes Technical Center visit eighth grade students at Roulhac Middle School, presenting the programs they teach. Students are given hands on experience during these demonstrations. Approximately twelve instructors visit Roulhac Middle school over a two week period. Later, students are given an opportunity to visit the Washington Holmes Technical Center and career shadow in a field in which they have an interest for a full day.

Region 1 Showcase Information

Program Name Career Vehicles Day

School/Agency Roulhac Middle School

Address 651 Pecan Street
Street

Chipley	Washington	Florida	32428
City	County	State	Zip

Contact Person: Connie Buchanan

850/638-6170	769-6170	850/638-6319	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To provide students the opportunity to explore careers based upon their interest.

Description:

Community members bring vehicles commonly associated with occupations to school and display them for seventh grade students. Each person who brings a vehicle explains their job and how the vehicle is used in their career field. Examples of vehicles are television remote truck, ERAT vehicle, military vehicle, law enforcement vehicle, and road maintenance vehicles.

Region 1 Showcase Information

Program Name American History TLA's (Technology Learning Activities)

School/Agency Chipley High School

Address 200 North 2nd Street
Street

Chipley	Washington	Florida	32428
City	County	State	Zip

Contact Person: Faye Cope

840/638-6100		850/638-6226	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: Technology Learning Activities are designed to provide students with a real-life or hand-on application of their academic information. TLA's involve instructional strategies that promote exploration, creative/critical thinking, discussion and problem solving. These classroom activities assist students with different learning styles and provide instructional quality improvement in the learning environment.

Description: **Technology Learning Activities**

1. Unit of study - **American Revolution**

TLA - You are a travel agent. A tour group of Revolutionary War buffs are planning a trip to the Boston area. You are to submit a brochure for consideration to this group. You are to research and make the travel brochure for a three-day trip within a 50 mile radius of Boston. Remember, you fail to get the last trip. The boss is upset. Your job is on the line.

2. Unit of study - **Weaknesses of the Articles of Confederation**

TLA - You work for the Philadelphia Gazette as an artist. Because most of the people can not read, but can look at cartoons, you must depict the U.S. under the Articles of Confederation in a political cartoon. Use one of these descriptions -- (1) It is a "rope of sand," (2) It is the "Dis United States," or (3) It is "a monster with 13 fists and one head."

3. Unit of study - **Launching the New United States**

TLA - Research and write a resume for the following men who want jobs in the new United States government. Include education and all past experiences that would aid them in being considered. Pick one of the following: John Adams, Thomas Jefferson, Alexander Hamilton, James Madison, Henry Knox, George Washington, Edmund Randolph.

Region 1 Showcase Information

Program Name Maintaining Positive Work Skills

School/Agency Chipley High School

Address 200 North 2nd Street
Street

Chipley	Washington	Florida	32428
City	County	State	Zip

Contact Person: Faye Cope

850/638-6100		850/638-6226	
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives: To assist students in identifying and establishing personal work qualities and interpersonal workskills.

Description:

School to Work

As part of your education at Chipley High School and as an emphasis of the Washington County School Board's School-to-Work Program it is important that you realize many skills you develop during this time will be important in your career. Because I would like to see you develop positive work skills, I am incorporating a grade that will cover some of these assets. You will receive a test grade of 100 at the beginning of the six weeks. If you maintain positive skills you will have this grade to enhance your average. The following will be deductions that will motivate you to have these attributes. These are not open for debate at any time, because everyone will have the same opportunity. My decision will be final in what will cause deductions. I will not keep a list of your infractions. You must do that.

The following will deduct points from this grade: (These will get you fired from a job.)

Tardy - 10 points each time (Must be in desk ready to work at tardy bell)
Not staying on task - 10 points each time
Not having what you need (textbook, pencil, or paper) - 10 points each time
Not following instructions - 10 points each time
Talking at inappropriate time - 10 points each time
Refuses to do work as part of a group - 10 points each time
Getting out of the desk at inappropriate time - 10 points
Getting an attitude with other students or teacher - 10 points each time
Being sent to the office for misbehavior - 50 points

Region 1 Showcase Information

Program Name Northwest Florida Regional Literacy Center

School/Agency Washington-Holmes Technical Center

Address 757 Hoyt Street
Street

Chipley	Washington	Florida	32428
City	County	State	Zip

Contact Person: Nancy Everitt, Program Coordinator

850/638-1180	771-4123	850/638-6177	everitn@mail.firn.edu
Telephone #:	SunCom #:	FAX #:	E-Mail Address

Program Objectives:

(1) To provide support services to adults and their families in need of intergenerational literacy services, adults with disabilities, homeless adults, limited English speaking adults, minority adults, immigrant adults, court remanded adults, and economically disadvantaged adults.

(2) To assist individuals that are disadvantaged both socially and economically by identifying, contacting, counseling, and referring disadvantaged individuals to various organizations to receive services in order to help the individuals reach their desired educational goals.

(3) To assist and enable other literacy and/or adult education providers with support and assistance through a variety of staff trainings and other technical assistance.

The project is designed to help the individual receive services best suited to fit their needs whether the educational facility is a program or either a public or private institution because of the large geographically, rural, isolated and sparsely populated area of the Region I area.

Description:

The Northwest Florida Regional Literacy Center is located on the campus of Washington-Holmes Technical Center in Chipley, Florida. The main focus of the project is to provide support and services to students desiring to attain a GED or High School Diploma.

Purpose: Due to the large geographical, rural, isolated, and sparsely populated areas within Region I, many of our students are disadvantaged, for example, by the lack of transportation, funding for child care services, changing economical society, and among many other factors. Because the grant is not income based, this project allows the student the empowerment to a higher education in order to improve their lives in an ever changing world.

Age Level: Available to anyone age 16 and up without a high school diploma or GED, and who is not enrolled in a public school setting.

Strategies: Identification--by working with various other adult educators, literacy providers, agencies, and the Florida Literacy Coalition, along with media, to identify students who need assistance.

Contact--by direct mail, media, newsletter, telephone, etc. in order to inform students about the services they are entitled to receive.

Counsel--counsel and assist students to find services geared to their needs.

Refer--to refer students to services that they may be entitled to, whether educational, financial or other.

FORMS

Showcase Application for 1999 SOAR Book

Call for Presenters at the 1999 Region I Mini-Conference

Region 1 Showcase Information
1999

Deadline for submission: December 3, 1998

County _____ **School/Agency** _____

Program Name _____

Address _____
Street

_____ City _____ County _____ State _____ Zip

Contact Person: _____

_____ Telephone #: _____ SunCom #: _____ FAX #: _____ E-Mail Address

TYPE OF SHOWCASE: ___ **Program** ___ **Instructional Activity** ___ **Service**

Please keep the objectives & description to 1 ½ typewritten pages.

OBJECTIVES:

DESCRIPTION: (purpose/type; age level; strategies; outcomes; etc. Please spell out all acronyms. Also, if you include any comparative data, we will be glad to chart it for you and include it in the book.)

PLEASE CHECK ALL THAT APPLY.

___ New Program for SOAR booklet
___ Continuing Program (No Corrections)
___ Continuing Program (Updated/Corrected)
___ Discontined program (Please Delete)
___ This is also a request to present this program at the 1999 Mini-Conference

MAIL OR FAX BY DECEMBER 3, 1998, TO: Marilyn Hatch

Region I, Workforce Development
Rm. 722, Turlington Building
325 W. Gaines Street
Tallahassee, Florida 32399-0400
850/487-9452; FAX: 850/487-6259

CALL FOR PRESENTERS

THIRD ANNUAL REGION I WORKFORCE DEVELOPMENT MINI-CONFERENCE

WINTER OF 1999
Location to be announced

Join other Region 1 educators presenting their best practices at the 3rd annual mini-conference for the Panhandle area. Please submit the following information by **January 11, 1999.**

PRESENTATION INFORMATION

_____
Title of Presentation

Presenters _____
_____
_____
_____
_____

_____ _____
District/School/Company/Agency Street Address

_____ _____
City/State/Zip Phone & FAX

Brief Description

_____
_____
_____
_____
_____
_____
_____
_____
_____

Mail or FAX by **January 11, 1999,** to: **Tom Knox**
Region I, Workforce Development
Rm. 722, Turlington Building
325 W. Gaines Street
Tallahassee, Florida 32399-0400
850/487-1499; FAX: 850/487-6259

State of Florida
Department of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

CE330BK98